



May 31, 2007

To: Responsible School Officials  
Directors of Special Education

From: Marilyn Pearson  
Acting Director  
Division of Special Education

Re: Public Reporting of District Performance Related to Performance Indicators 1 Through  
6 and 12 of the State Performance Plan

As required by sections 616(b)(1)(A) and 642 of the Individuals with Disabilities Education Act (IDEA), each state must have in place a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of Part B of the IDEA, and describes how the state will improve its implementation and outcomes for students with disabilities. Section 616(b)(2) requires that the state report annually to the U.S. Department of Education on its performance under the State Performance Plans for Part B of the IDEA. Specifically, the state must report, in its Annual Performance Report (APR), on its progress in meeting the measurable and rigorous targets it established in its SPP.

In addition to the above requirements, 20 U.S.C. 1416(b)(2)(C)(ii) and 34 CFR 600.602, the state must report annually to the public on the performance of each local educational agency located in the state on the targets in the State's Performance Plan. Because baseline data and/or performance targets have not been established for all 20 of the performance indicators, the U.S. Department of Education, Office of Special Education Programs (OSEP), has informed states that they are only required to report district performance for students with disabilities on indicators 1-6 and 12 this year. These performance indicators address the following: Graduation, Dropout, Assessment, Suspension/Expulsion, Least Restrictive Environment (ages 6-21), Preschool Least Restrictive Environment (ages 3-5), and Early Childhood Transition (transition from Part C to Part B).

The district's performance data is 2005-2006 data that was submitted by the district to the OPI as a part of its child count, exiting and student discipline reporting. We wish to thank districts for their timely submission of data necessary for this report, and we wish to thank the directors of special education for their time and attention as we presented information this past year on these new reporting requirements and other changes that occurred as a result of IDEA 2004.

Each district's performance report consists of seven separate pages, one for each of the performance indicators. The page will identify the performance indicator and its number (the number refers to the indicator number in the State Performance Plan), the data source for the indicator, special education count, special education count for the particular indicator, the upper and lower limit of the confidence interval, the state performance indicator target and the district's performance status for the indicator (far right column). Data notes have been provided under each of the reports to assist you in interpreting the data.

You are encouraged to review your district's report carefully.

Following is a link to the districts' performance reports under IDEA.  
<http://www.opi.mt.gov/PDF/SpecED/sip/06DistrictPerfRpt.pdf>

Questions regarding these reports should be directed to Marilyn Pearson at 406-444-4428 or e-mail at [mpearson@mt.gov](mailto:mpearson@mt.gov)



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0861 Absarokee Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0861 Absarokee Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0861 Absarokee Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	28	1 (100%)	0.87938	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0861 Absarokee Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0861 Absarokee Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	15	0.47 (47%)	0.24969	0.70054	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0861 Absarokee Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0861 Absarokee Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0862 Absarokee H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0862 Absarokee H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0862 Absarokee H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0862 Absarokee H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0862 Absarokee H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0862 Absarokee H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0862 Absarokee H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0577 Alberton K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0577 Alberton K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	5	0.33 (33%)	0.08664	0.72481	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0577 Alberton K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	32	0.94 (94%)	0.80352	0.98429	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	34	13	0.38 (38%)	0.17553	0.64283	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0577 Alberton K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0577 Alberton K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	30	7	0.23 (23%)	0.05886	0.59672	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	30	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	30	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0577 Alberton K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0577 Alberton K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0536 Alder Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0536 Alder Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0536 Alder Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0536 Alder Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0536 Alder Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0536 Alder Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0536 Alder Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0376 Amsterdam Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0376 Amsterdam Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0376 Amsterdam Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0376 Amsterdam Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0376 Amsterdam Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0376 Amsterdam Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0376 Amsterdam Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0236 Anaconda Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0236 Anaconda Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0236 Anaconda Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	194	190	0.98 (98%)	0.94774	0.99203	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	194	68	0.35 (35%)	0.24788	0.46913	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0236 Anaconda Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0236 Anaconda Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	128	46	0.36 (36%)	0.23655	0.50386	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	128	2	0.02 (2%)	0.00005	0.66818	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	128	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0236 Anaconda Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	18	18	1 (100%)	0.82415	1.00001	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0236 Anaconda Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0237 Anaconda H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	11	10	0.91 (91%)	0.6063	0.98487	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0237 Anaconda H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	66	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0237 Anaconda H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	28	0.82 (82%)	0.64646	0.92256	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0237 Anaconda H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0237 Anaconda H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	66	11	0.17 (17%)	0.0446	0.46123	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	66	6	0.09 (9%)	0.01021	0.49089	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	66	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0237 Anaconda H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0237 Anaconda H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0366 Anderson Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0366 Anderson Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0366 Anderson Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0366 Anderson Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0366 Anderson Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0366 Anderson Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0366 Anderson Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0474 Arlee Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0474 Arlee Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0474 Arlee Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	56	50	0.89 (89%)	0.7776	0.95208	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	56	13	0.23 (23%)	0.08252	0.50393	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0474 Arlee Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0474 Arlee Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	36	22	0.61 (61%)	0.4059	0.78329	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	36	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	36	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0474 Arlee Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0474 Arlee Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0475 Arlee H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0475 Arlee H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	19	1	0.05 (5%)	0.00061	0.81451	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0475 Arlee H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0475 Arlee H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0475 Arlee H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	16	0.84 (84%)	0.6023	0.94947	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0475 Arlee H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0475 Arlee H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1215 Arrowhead Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1215 Arrowhead Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1215 Arrowhead Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1215 Arrowhead Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1215 Arrowhead Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1215 Arrowhead Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1215 Arrowhead Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0800 Ashland Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0800 Ashland Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0800 Ashland Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	22	0.85 (85%)	0.64639	0.94304	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0800 Ashland Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0800 Ashland Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	6	0.33 (33%)	0.09673	0.70001	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	1	0.06 (6%)	0.00069	0.81564	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0800 Ashland Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0800 Ashland Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0498 Auchard Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0498 Auchard Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0498 Auchard Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0498 Auchard Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0498 Auchard Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0498 Auchard Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0498 Auchard Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0502 Augusta Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0502 Augusta Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0502 Augusta Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0502 Augusta Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0502 Augusta Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0502 Augusta Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0502 Augusta Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0503 Augusta H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0503 Augusta H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0503 Augusta H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0503 Augusta H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0503 Augusta H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0503 Augusta H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0503 Augusta H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0720 Avon Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0720 Avon Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0720 Avon Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0720 Avon Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0720 Avon Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	8	0.8 (80%)	0.45494	0.95046	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0720 Avon Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0720 Avon Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1218 Ayers Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1218 Ayers Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1218 Ayers Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1218 Ayers Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1218 Ayers Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1218 Ayers Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1218 Ayers Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0785 Bainville K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0785 Bainville K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0785 Bainville K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0785 Bainville K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0785 Bainville K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0785 Bainville K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0785 Bainville K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0244 Baker K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0244 Baker K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	12	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0244 Baker K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	32	1 (100%)	0.89285	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0244 Baker K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0244 Baker K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	39	23	0.59 (59%)	0.39037	0.76343	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	39	3	0.08 (8%)	0.00408	0.62479	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	39	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0244 Baker K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0244 Baker K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0455 Basin Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0455 Basin Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0455 Basin Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0455 Basin Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0455 Basin Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0455 Basin Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0455 Basin Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0048 Bear Paw Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0048 Bear Paw Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0048 Bear Paw Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0048 Bear Paw Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0048 Bear Paw Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0048 Bear Paw Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0048 Bear Paw Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0006 Beaverhead County H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0006 Beaverhead County H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	24	1	0.04 (4%)	0.00035	0.81024	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0006 Beaverhead County H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0006 Beaverhead County H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0006 Beaverhead County H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	10	0.42 (42%)	0.17901	0.70055	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	3	0.12 (12%)	0.0103	0.66074	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	1	0.04 (4%)	0.00035	0.81024	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0006 Beaverhead County H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0006 Beaverhead County H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0076 Belfry K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0076 Belfry K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0076 Belfry K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0076 Belfry K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0076 Belfry K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0076 Belfry K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0076 Belfry K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0368 Belgrade Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0368 Belgrade Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0368 Belgrade Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	228	234	1 (100%)	0.98385	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	228	83	0.36 (36%)	0.26867	0.47143	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0368 Belgrade Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0368 Belgrade Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	152	101	0.66 (66%)	0.56786	0.74903	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	152	6	0.04 (4%)	0.00213	0.43624	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	152	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0368 Belgrade Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	31	10	0.32 (32%)	0.12064	0.62296	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0368 Belgrade Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0369 Belgrade H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	19	17	0.89 (89%)	0.67148	0.97251	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0369 Belgrade H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	66	2	0.03 (3%)	0.00039	0.67789	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0369 Belgrade H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	40	0.95 (95%)	0.83829	0.98722	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0369 Belgrade H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0369 Belgrade H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	66	28	0.42 (42%)	0.26146	0.60529	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	66	14	0.21 (21%)	0.07451	0.47365	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	66	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0369 Belgrade H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0369 Belgrade H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0112 Belt Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0112 Belt Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0112 Belt Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	30	1 (100%)	0.88651	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	28	10	0.36 (36%)	0.14124	0.65232	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0112 Belt Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0112 Belt Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	10	0.4 (40%)	0.16815	0.68733	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0112 Belt Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0112 Belt Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0113 Belt H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0113 Belt H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	10	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0113 Belt H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0113 Belt H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0113 Belt H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	5	0.5 (50%)	0.17039	0.8296	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	2	0.2 (20%)	0.01755	0.77696	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0113 Belt H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0113 Belt H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0171 Benton Lake Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0171 Benton Lake Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0171 Benton Lake Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0171 Benton Lake Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0171 Benton Lake Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0171 Benton Lake Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0171 Benton Lake Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0692 Biddle Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0692 Biddle Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0692 Biddle Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0692 Biddle Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0692 Biddle Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0692 Biddle Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0692 Biddle Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0380 Big Dry Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0380 Big Dry Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0380 Big Dry Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0380 Big Dry Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0380 Big Dry Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0380 Big Dry Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0380 Big Dry Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0137 Big Sandy Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0137 Big Sandy Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0137 Big Sandy Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0137 Big Sandy Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0137 Big Sandy Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	6	0.6 (60%)	0.25239	0.86955	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0137 Big Sandy Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0137 Big Sandy Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0138 Big Sandy H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0138 Big Sandy H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0138 Big Sandy H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0138 Big Sandy H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0138 Big Sandy H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0138 Big Sandy H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0138 Big Sandy H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0865 Big Timber Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0865 Big Timber Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0865 Big Timber Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	32	1 (100%)	0.89285	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0865 Big Timber Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0865 Big Timber Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	30	15	0.5 (50%)	0.27421	0.72578	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	30	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	30	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0865 Big Timber Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	10	7	0.7 (70%)	0.34729	0.911	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0865 Big Timber Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0330 Bigfork Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0330 Bigfork Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0330 Bigfork Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	88	82	0.93 (93%)	0.85579	0.96922	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	88	36	0.41 (41%)	0.26493	0.57078	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0330 Bigfork Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0330 Bigfork Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	50	16	0.32 (32%)	0.14663	0.56304	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	50	3	0.06 (6%)	0.00251	0.61151	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	50	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0330 Bigfork Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0330 Bigfork Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0331 Bigfork H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0331 Bigfork H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	26	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0331 Bigfork H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0331 Bigfork H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0331 Bigfork H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	26	1 (100%)	0.8713	1.00001	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0331 Bigfork H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0331 Bigfork H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0965 Billings Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0965 Billings Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0965 Billings Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	1806	1754	0.97 (97%)	0.96229	0.97806	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	1806	579	0.32 (32%)	0.28387	0.35969	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0965 Billings Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0965 Billings Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	1264	516	0.41 (41%)	0.36664	0.45116	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	1264	221	0.17 (17%)	0.13043	0.23035	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	1264	21	0.02 (2%)	0.00126	0.18141	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0965 Billings Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	212	123	0.58 (58%)	0.49183	0.66368	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0965 Billings Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0966 Billings H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	144	103	0.72 (72%)	0.62161	0.79346	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0966 Billings H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	737	37	0.05 (5%)	0.01328	0.1717	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0966 Billings H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	342	338	0.99 (99%)	0.97017	0.99547	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	342	80	0.23 (23%)	0.15467	0.33754	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0966 Billings H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0966 Billings H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	737	225	0.31 (31%)	0.2488	0.36831	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	737	238	0.32 (32%)	0.26674	0.38474	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	737	36	0.05 (5%)	0.0125	0.17215	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0966 Billings H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0966 Billings H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0789 Birney Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0789 Birney Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0789 Birney Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0789 Birney Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0789 Birney Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0789 Birney Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0789 Birney Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0215 Bloomfield Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0215 Bloomfield Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0215 Bloomfield Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0215 Bloomfield Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0215 Bloomfield Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0215 Bloomfield Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0215 Bloomfield Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0968 Blue Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0968 Blue Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0968 Blue Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	26	18	0.69 (69%)	0.46199	0.855	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0968 Blue Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0968 Blue Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	23	12	0.52 (52%)	0.27041	0.76252	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	23	3	0.13 (13%)	0.01115	0.66466	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	23	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0968 Blue Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0968 Blue Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0590 Bonner Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0590 Bonner Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0590 Bonner Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	106	100	0.94 (94%)	0.87962	0.97438	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	106	34	0.32 (32%)	0.18911	0.48878	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0590 Bonner Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0590 Bonner Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	60	58	0.97 (97%)	0.88438	0.99099	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	60	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	60	1	0.02 (2%)	-0.00001	0.80028	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0590 Bonner Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0590 Bonner Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0456 Boulder Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0456 Boulder Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0456 Boulder Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	38	0.86 (86%)	0.72105	0.93947	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	44	11	0.25 (25%)	0.08507	0.54431	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0456 Boulder Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0456 Boulder Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	18	0.69 (69%)	0.46199	0.85499	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	4	0.15 (15%)	0.01917	0.6276	0.018 (1.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0456 Boulder Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0456 Boulder Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0425 Box Elder Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0425 Box Elder Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0425 Box Elder Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	48	42	0.88 (88%)	0.74282	0.94435	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0425 Box Elder Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0425 Box Elder Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	12	0.43 (43%)	0.20156	0.69021	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	1	0.04 (4%)	0.00024	0.8079	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0425 Box Elder Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0425 Box Elder Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0426 Box Elder H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0426 Box Elder H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0426 Box Elder H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0426 Box Elder H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0426 Box Elder H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	7	0.44 (44%)	0.16349	0.75578	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	1	0.06 (6%)	0.0009	0.81831	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0426 Box Elder H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0426 Box Elder H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0070 Boyd Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0070 Boyd Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0070 Boyd Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0070 Boyd Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0070 Boyd Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0070 Boyd Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0070 Boyd Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0350 Bozeman Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0350 Bozeman Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0350 Bozeman Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	488	481	0.99 (99%)	0.97055	0.99307	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	488	236	0.48 (48%)	0.42062	0.54712	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0350 Bozeman Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0350 Bozeman Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	323	178	0.55 (55%)	0.4777	0.6223	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	323	36	0.11 (11%)	0.04425	0.25355	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	323	1	0 (0%)	-0.00008	0.79474	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0350 Bozeman Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	58	41	0.71 (71%)	0.55477	0.82358	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0350 Bozeman Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0351 Bozeman H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	39	28	0.72 (72%)	0.53316	0.85016	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0351 Bozeman H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	154	5	0.03 (3%)	0.00122	0.46989	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0351 Bozeman H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	58	57	0.98 (98%)	0.90758	0.997	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	58	17	0.29 (29%)	0.13211	0.53034	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0351 Bozeman H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0351 Bozeman H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	154	38	0.25 (25%)	0.1373	0.40268	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	154	38	0.25 (25%)	0.1373	0.40268	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	154	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0351 Bozeman H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0351 Bozeman H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0059 Bridger K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0059 Bridger K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	14	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0059 Bridger K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	32	12	0.38 (38%)	0.16497	0.64564	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0059 Bridger K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0059 Bridger K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	16	0.62 (62%)	0.37781	0.80829	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	2	0.08 (8%)	0.00279	0.70742	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0059 Bridger K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0059 Bridger K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0705 Broadus Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0705 Broadus Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0705 Broadus Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0705 Broadus Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0705 Broadus Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	15	0.88 (88%)	0.63936	0.96947	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	2	0.12 (12%)	0.0064	0.73171	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0705 Broadus Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0705 Broadus Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0978 Broadview Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0978 Broadview Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0978 Broadview Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	24	0.92 (92%)	0.74981	0.97963	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **0978 Broadview Elem**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0978 Broadview Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	11	0.58 (58%)	0.30648	0.81055	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0978 Broadview Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0978 Broadview Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0979 Broadview H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0979 Broadview H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0979 Broadview H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0979 Broadview H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0979 Broadview H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0979 Broadview H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0979 Broadview H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0782 Brockton Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0782 Brockton Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0782 Brockton Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	34	0.94 (94%)	0.81354	0.98514	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0782 Brockton Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0782 Brockton Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	10	0.42 (42%)	0.17901	0.70055	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	1	0.04 (4%)	0.00035	0.81024	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0782 Brockton Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0782 Brockton Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0783 Brockton H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0783 Brockton H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0783 Brockton H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	15	0.83 (83%)	0.5839	0.94688	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0783 Brockton H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0783 Brockton H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	4	0.22 (22%)	0.03701	0.67953	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	1	0.06 (6%)	0.00069	0.81564	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0783 Brockton H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0783 Brockton H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0749 Brorson Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0749 Brorson Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0749 Brorson Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0749 Brorson Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0749 Brorson Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0749 Brorson Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0749 Brorson Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0400 Browning Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0400 Browning Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0400 Browning Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	232	220	0.95 (95%)	0.91057	0.9706	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	232	13	0.06 (6%)	0.00787	0.30667	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0400 Browning Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0400 Browning Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	152	82	0.54 (54%)	0.43224	0.64316	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	152	4	0.03 (3%)	0.00063	0.51601	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	152	1	0.01 (1%)	-0.00007	0.79617	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0400 Browning Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	21	7	0.33 (33%)	0.10559	0.67915	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0400 Browning Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0401 Browning H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	34	19	0.56 (56%)	0.34505	0.7528	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0401 Browning H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	108	15	0.14 (14%)	0.03984	0.38513	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0401 Browning H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	40	0.95 (95%)	0.83829	0.98722	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0401 Browning H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0401 Browning H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	108	21	0.19 (19%)	0.07902	0.40433	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	108	16	0.15 (15%)	0.04573	0.38676	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	108	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0401 Browning H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0401 Browning H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0840 Butte Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0840 Butte Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0840 Butte Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	536	533	0.99 (99%)	0.98363	0.9981	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	536	152	0.28 (28%)	0.21795	0.35988	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name** **0840 Butte Elem**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0840 Butte Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	373	202	0.54 (54%)	0.4727	0.60885	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	373	60	0.16 (16%)	0.08885	0.27366	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	373	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0840 Butte Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	56	41	0.73 (73%)	0.58112	0.84339	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0840 Butte Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1212 Butte H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	48	32	0.67 (67%)	0.49344	0.80417	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1212 Butte H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	164	15	0.09 (9%)	0.02019	0.32926	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1212 Butte H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	74	74	1 (100%)	0.95066	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	74	14	0.19 (19%)	0.06242	0.44976	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1212 Butte H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1212 Butte H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	164	94	0.57 (57%)	0.47224	0.66835	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	164	33	0.2 (20%)	0.0992	0.36552	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	164	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1212 Butte H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1212 Butte H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0889 Bynum Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0889 Bynum Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0889 Bynum Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0889 Bynum Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0889 Bynum Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0889 Bynum Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0889 Bynum Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0813 Camas Prairie Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0813 Camas Prairie Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0813 Camas Prairie Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0813 Camas Prairie Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0813 Camas Prairie Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0813 Camas Prairie Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0813 Camas Prairie Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0969 Canyon Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0969 Canyon Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0969 Canyon Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	38	38	1 (100%)	0.90821	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	38	22	0.58 (58%)	0.37648	0.75795	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0969 Canyon Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0969 Canyon Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	22	0.85 (85%)	0.64638	0.94303	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	2	0.08 (8%)	0.00279	0.70742	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0969 Canyon Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0969 Canyon Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0458 Cardwell Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0458 Cardwell Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0458 Cardwell Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0458 Cardwell Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0458 Cardwell Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0458 Cardwell Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0458 Cardwell Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0097 Carter County H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0097 Carter County H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0097 Carter County H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0097 Carter County H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0097 Carter County H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0097 Carter County H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0097 Carter County H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0159 Carter Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0159 Carter Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0159 Carter Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0159 Carter Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0159 Carter Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0159 Carter Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0159 Carter Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0101 Cascade Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0101 Cascade Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0101 Cascade Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	36	22	0.61 (61%)	0.40591	0.78329	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0101 Cascade Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0101 Cascade Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	16	0.62 (62%)	0.37781	0.80829	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	2	0.08 (8%)	0.00279	0.70742	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0101 Cascade Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0101 Cascade Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0102 Cascade H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0102 Cascade H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0102 Cascade H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0102 Cascade H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0102 Cascade H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0102 Cascade H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0102 Cascade H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0317 Cayuse Prairie Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0317 Cayuse Prairie Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0317 Cayuse Prairie Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	38	38	1 (100%)	0.90821	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	38	18	0.47 (47%)	0.26885	0.68777	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0317 Cayuse Prairie Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0317 Cayuse Prairie Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	9	0.5 (50%)	0.2265	0.77349	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	2	0.11 (11%)	0.00573	0.7279	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0317 Cayuse Prairie Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0317 Cayuse Prairie Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0104 Centerville Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0104 Centerville Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0104 Centerville Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	34	14	0.41 (41%)	0.20159	0.65993	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0104 Centerville Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0104 Centerville Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	13	0.65 (65%)	0.38542	0.84616	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	1	0.05 (5%)	0.00055	0.81349	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0104 Centerville Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0104 Centerville Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0105 Centerville H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0105 Centerville H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0105 Centerville H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0105 Centerville H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0105 Centerville H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0105 Centerville H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0105 Centerville H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1205 Charlo Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1205 Charlo Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1205 Charlo Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	56	58	1 (100%)	0.9379	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	56	15	0.27 (27%)	0.10968	0.52067	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1205 Charlo Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1205 Charlo Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	42	19	0.45 (45%)	0.2561	0.66467	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	42	7	0.17 (17%)	0.03341	0.53608	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	42	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1205 Charlo Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1205 Charlo Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1206 Charlo H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1206 Charlo H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	22	1	0.05 (5%)	0.00044	0.81172	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1206 Charlo H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1206 Charlo H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1206 Charlo H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	3	0.14 (14%)	0.01212	0.66889	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	5	0.23 (23%)	0.04514	0.64634	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1206 Charlo H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1206 Charlo H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1236 Chester-Joplin-Inverness El

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1236 Chester-Joplin-Inverness El

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1236 Chester-Joplin-Inverness El

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	46	1 (100%)	0.92295	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	46	24	0.52 (52%)	0.33316	0.70432	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1236 Chester-Joplin-Inverness El

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1236 Chester-Joplin-Inverness El

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	30	17	0.57 (57%)	0.34127	0.76749	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	30	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	30	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1236 Chester-Joplin-Inverness El

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1236 Chester-Joplin-Inverness El

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1237 Chester-Joplin-Inverness HS

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1237 Chester-Joplin-Inverness HS

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	1	0.07 (7%)	0.00103	0.8199	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1237 Chester-Joplin-Inverness HS

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1237 Chester-Joplin-Inverness HS

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1237 Chester-Joplin-Inverness HS

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	14	0.93 (93%)	0.69139	0.98872	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1237 Chester-Joplin-Inverness HS

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1237 Chester-Joplin-Inverness HS

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0028 Chinook Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0028 Chinook Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0028 Chinook Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	42	1 (100%)	0.91622	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	36	12	0.33 (33%)	0.13809	0.60938	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0028 Chinook Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0028 Chinook Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	21	0.75 (75%)	0.53673	0.88597	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	2	0.07 (7%)	0.0024	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0028 Chinook Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0028 Chinook Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0029 Chinook H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	13	8	0.62 (62%)	0.29832	0.85759	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0029 Chinook H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	25	2	0.08 (8%)	0.00301	0.70931	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0029 Chinook H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0029 Chinook H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0029 Chinook H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	13	0.52 (52%)	0.27677	0.7541	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0029 Chinook H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0029 Chinook H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0883 Choteau Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0883 Choteau Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0883 Choteau Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	66	66	1 (100%)	0.94501	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	66	19	0.29 (29%)	0.13446	0.51263	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0883 Choteau Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0883 Choteau Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	45	19	0.42 (42%)	0.23231	0.63828	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	45	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	45	1	0.02 (2%)	0.00004	0.80252	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0883 Choteau Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	10	2	0.2 (20%)	0.01755	0.77696	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0883 Choteau Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0884 Choteau H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0884 Choteau H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0884 Choteau H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0884 Choteau H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0884 Choteau H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0884 Choteau H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0884 Choteau H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0547 Circle Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name** **0547 Circle Elem**

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0547 Circle Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	34	1 (100%)	0.89851	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0547 Circle Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0547 Circle Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	23	16	0.7 (70%)	0.45179	0.86376	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	23	4	0.17 (17%)	0.02392	0.64333	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	23	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0547 Circle Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0547 Circle Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0548 Circle H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0548 Circle H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0548 Circle H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0548 Circle H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0548 Circle H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0548 Circle H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0548 Circle H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0452 Clancy Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0452 Clancy Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0452 Clancy Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	34	1 (100%)	0.89851	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	34	17	0.5 (50%)	0.28533	0.71467	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0452 Clancy Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0452 Clancy Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	20	0.8 (80%)	0.58399	0.91936	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0452 Clancy Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0452 Clancy Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0032 Cleveland Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0032 Cleveland Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0032 Cleveland Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0032 Cleveland Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0032 Cleveland Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0032 Cleveland Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0032 Cleveland Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0595 Clinton Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0595 Clinton Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0595 Clinton Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	32	0.94 (94%)	0.80352	0.98429	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0595 Clinton Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0595 Clinton Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	27	18	0.67 (67%)	0.43749	0.83723	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	27	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	27	1	0.04 (4%)	0.00026	0.80842	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0595 Clinton Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0595 Clinton Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0387 Cohagen Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0387 Cohagen Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0387 Cohagen Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0387 Cohagen Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0387 Cohagen Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0387 Cohagen Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0387 Cohagen Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0796 Colstrip Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0796 Colstrip Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0796 Colstrip Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	82	80	0.98 (98%)	0.91427	0.99339	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	82	39	0.48 (48%)	0.32823	0.62736	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name** **0796 Colstrip Elem**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0796 Colstrip Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	56	37	0.66 (66%)	0.4996	0.79159	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	56	1	0.02 (2%)	0	0.80076	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	56	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0796 Colstrip Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	16	1	0.06 (6%)	0.0009	0.81831	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0796 Colstrip Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0797 Colstrip H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	14	12	0.86 (86%)	0.57769	0.96342	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0797 Colstrip H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	37	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0797 Colstrip H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	16	0.89 (89%)	0.65617	0.97107	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0797 Colstrip H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0797 Colstrip H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	37	10	0.27 (27%)	0.0915	0.57651	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	37	2	0.05 (5%)	0.00137	0.69318	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	37	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0797 Colstrip H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0797 Colstrip H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0312 Columbia Falls Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0312 Columbia Falls Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	1	0.06 (6%)	0.00069	0.81564	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0312 Columbia Falls Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	384	393	1 (100%)	0.99032	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	384	127	0.33 (33%)	0.25493	0.41647	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0312 Columbia Falls Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0312 Columbia Falls Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	251	121	0.48 (48%)	0.39496	0.57027	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	251	16	0.06 (6%)	0.01147	0.28488	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	251	2	0.01 (1%)	-0.00003	0.66302	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0312 Columbia Falls Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	23	14	0.61 (61%)	0.35762	0.81297	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0312 Columbia Falls Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0313 Columbia Falls H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	24	10	0.42 (42%)	0.17901	0.70055	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0313 Columbia Falls H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	69	11	0.16 (16%)	0.04149	0.4536	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0313 Columbia Falls H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	40	38	0.95 (95%)	0.8308	0.9866	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0313 Columbia Falls H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0313 Columbia Falls H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	69	20	0.29 (29%)	0.13845	0.50894	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	69	18	0.26 (26%)	0.11401	0.49181	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	69	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0313 Columbia Falls H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0313 Columbia Falls H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0848 Columbus Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0848 Columbus Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0848 Columbus Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	40	0.87 (87%)	0.73237	0.94201	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	46	17	0.37 (37%)	0.18497	0.60223	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0848 Columbus Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0848 Columbus Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	35	20	0.57 (57%)	0.36093	0.7589	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	35	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	35	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0848 Columbus Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0848 Columbus Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0849 Columbus H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0849 Columbus H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	24	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0849 Columbus H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0849 Columbus H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0849 Columbus H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	16	0.67 (67%)	0.42448	0.84433	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	3	0.12 (12%)	0.0103	0.66074	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0849 Columbus H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0849 Columbus H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0674 Conrad Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0674 Conrad Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0674 Conrad Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	62	64	1 (100%)	0.94339	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	62	18	0.29 (29%)	0.13328	0.5211	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0674 Conrad Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0674 Conrad Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	51	18	0.35 (35%)	0.17671	0.58088	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	51	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	51	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0674 Conrad Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	17	3	0.18 (18%)	0.01953	0.69666	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0674 Conrad Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0675 Conrad H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0675 Conrad H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	1	0.06 (6%)	0.0009	0.81831	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0675 Conrad H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0675 Conrad H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0675 Conrad H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	12	0.75 (75%)	0.4677	0.91108	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	1	0.06 (6%)	0.0009	0.81831	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0675 Conrad H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0675 Conrad H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0617 Cooke City Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0617 Cooke City Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0617 Cooke City Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0617 Cooke City Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0617 Cooke City Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0617 Cooke City Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0617 Cooke City Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0731 Corvallis K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0731 Corvallis K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	62	3	0.05 (5%)	0.00164	0.6022	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0731 Corvallis K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	260	250	0.96 (96%)	0.92989	0.97922	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	260	90	0.35 (35%)	0.25599	0.44891	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0731 Corvallis K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0731 Corvallis K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	184	159	0.86 (86%)	0.80221	0.90886	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	184	6	0.03 (3%)	0.00146	0.42854	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	184	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0731 Corvallis K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	26	7	0.27 (27%)	0.07455	0.6274	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0731 Corvallis K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0182 Cottonwood Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0182 Cottonwood Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0182 Cottonwood Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0182 Cottonwood Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0182 Cottonwood Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0182 Cottonwood Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0182 Cottonwood Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0359 Cottonwood Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0359 Cottonwood Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0359 Cottonwood Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0359 Cottonwood Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0359 Cottonwood Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0359 Cottonwood Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0359 Cottonwood Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0445 Cottonwood Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0445 Cottonwood Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0445 Cottonwood Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0445 Cottonwood Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0445 Cottonwood Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0445 Cottonwood Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0445 Cottonwood Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0316 Creston Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0316 Creston Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0316 Creston Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **0316 Creston Elem**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0316 Creston Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0316 Creston Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0316 Creston Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0777 Culbertson Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0777 Culbertson Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0777 Culbertson Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	52	50	0.96 (96%)	0.86761	0.98964	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0777 Culbertson Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0777 Culbertson Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	17	0.65 (65%)	0.41928	0.83171	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0777 Culbertson Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0777 Culbertson Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0778 Culbertson H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0778 Culbertson H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0778 Culbertson H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0778 Culbertson H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0778 Culbertson H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0778 Culbertson H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0778 Culbertson H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0192 Custer County H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	19	14	0.74 (74%)	0.47525	0.89646	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0192 Custer County H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	85	5	0.06 (6%)	0.00388	0.49704	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0192 Custer County H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	48	1 (100%)	0.92592	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	46	12	0.26 (26%)	0.09495	0.54273	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0192 Custer County H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0192 Custer County H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	85	33	0.39 (39%)	0.24207	0.55769	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	85	9	0.11 (11%)	0.01826	0.42923	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	85	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0192 Custer County H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0192 Custer County H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0975 Custer K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0975 Custer K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0975 Custer K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0975 Custer K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0975 Custer K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	1	0.1 (10%)	0.00239	0.83231	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0975 Custer K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0975 Custer K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0402 Cut Bank Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0402 Cut Bank Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0402 Cut Bank Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	94	92	0.98 (98%)	0.92486	0.99422	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	94	31	0.33 (33%)	0.19131	0.50578	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0402 Cut Bank Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0402 Cut Bank Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	62	8	0.13 (13%)	0.02363	0.47505	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	62	8	0.13 (13%)	0.02363	0.47505	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	62	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0402 Cut Bank Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	16	11	0.69 (69%)	0.39821	0.87975	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0402 Cut Bank Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0403 Cut Bank H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0403 Cut Bank H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	28	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0403 Cut Bank H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0403 Cut Bank H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0403 Cut Bank H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	4	0.14 (14%)	0.01676	0.6188	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	4	0.14 (14%)	0.01676	0.6188	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0403 Cut Bank H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0403 Cut Bank H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0740 Darby K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0740 Darby K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	26	1	0.04 (4%)	0.00029	0.80898	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0740 Darby K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	72	73	1 (100%)	0.95002	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	72	37	0.51 (51%)	0.35929	0.66588	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **0740 Darby K-12 Schools**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0740 Darby K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	56	27	0.48 (48%)	0.30799	0.66073	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	56	3	0.05 (5%)	0.00201	0.60638	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	56	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0740 Darby K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0740 Darby K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0424 Davey Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0424 Davey Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0424 Davey Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0424 Davey Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0424 Davey Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0424 Davey Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0424 Davey Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0207 Dawson H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	13	10	0.77 (77%)	0.46031	0.92874	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0207 Dawson H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	45	1	0.02 (2%)	0.00004	0.80252	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0207 Dawson H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	28	1 (100%)	0.87938	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0207 Dawson H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0207 Dawson H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	45	4	0.09 (9%)	0.00697	0.57352	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	45	5	0.11 (11%)	0.0127	0.54737	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	45	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0207 Dawson H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0207 Dawson H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1195 Deep Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1195 Deep Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1195 Deep Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1195 Deep Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1195 Deep Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1195 Deep Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1195 Deep Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1193 Deer Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1193 Deer Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1193 Deer Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1193 Deer Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1193 Deer Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1193 Deer Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1193 Deer Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0712 Deer Lodge Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0712 Deer Lodge Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0712 Deer Lodge Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	144	150	1 (100%)	0.97504	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	144	35	0.24 (24%)	0.13119	0.40573	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0712 Deer Lodge Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0712 Deer Lodge Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	101	27	0.27 (27%)	0.13743	0.45516	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	101	14	0.14 (14%)	0.03817	0.39462	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	101	14	0.14 (14%)	0.03817	0.39462	0.018 (1.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0712 Deer Lodge Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	24	11	0.46 (46%)	0.21537	0.72285	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0712 Deer Lodge Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0307 Deer Park Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0307 Deer Park Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0307 Deer Park Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0307 Deer Park Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0307 Deer Park Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0307 Deer Park Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0307 Deer Park Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0264 Deerfield Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0264 Deerfield Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0264 Deerfield Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0264 Deerfield Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0264 Deerfield Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0264 Deerfield Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0264 Deerfield Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0281 Denton Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0281 Denton Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0281 Denton Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0281 Denton Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0281 Denton Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0281 Denton Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0281 Denton Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0282 Denton H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0282 Denton H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0282 Denton H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0282 Denton H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0282 Denton H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0282 Denton H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0282 Denton H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9034 Dept of Corrections-Youth

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	16	2	0.12 (12%)	0.00719	0.73595	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9034 Dept of Corrections-Youth

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	8	0.44 (44%)	0.17884	0.74607	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9034 Dept of Corrections-Youth

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9034 Dept of Corrections-Youth

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9034 Dept of Corrections-Youth

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	18	1 (100%)	0.82415	1.00001	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9034 Dept of Corrections-Youth

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9034 Dept of Corrections-Youth

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0592 DeSmet Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0592 DeSmet Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0592 DeSmet Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	46	1 (100%)	0.92295	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	46	15	0.33 (33%)	0.1469	0.57616	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0592 DeSmet Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0592 DeSmet Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	29	2	0.07 (7%)	0.00224	0.70252	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	29	1	0.03 (3%)	0.00022	0.80741	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	29	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0592 DeSmet Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0592 DeSmet Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0005 Dillon Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0005 Dillon Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0005 Dillon Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	118	110	0.93 (93%)	0.8692	0.96605	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	118	31	0.26 (26%)	0.1404	0.43733	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0005 Dillon Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0005 Dillon Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	80	38	0.48 (48%)	0.32596	0.62862	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	80	8	0.1 (10%)	0.01516	0.44429	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	80	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0005 Dillon Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	22	2	0.09 (9%)	0.00387	0.71592	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0005 Dillon Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0843 Divide Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0843 Divide Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0843 Divide Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0843 Divide Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0843 Divide Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0843 Divide Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0843 Divide Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0809 Dixon Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0809 Dixon Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0809 Dixon Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	20	1 (100%)	0.83891	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0809 Dixon Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0809 Dixon Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	5	0.38 (38%)	0.11012	0.75934	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	1	0.08 (8%)	0.00139	0.82377	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0809 Dixon Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0809 Dixon Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0647 Dodson Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0647 Dodson Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0647 Dodson Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0647 Dodson Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0647 Dodson Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	14	12	0.86 (86%)	0.57769	0.96342	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	14	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	14	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0647 Dodson Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0647 Dodson Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0648 Dodson H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0648 Dodson H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0648 Dodson H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0648 Dodson H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0648 Dodson H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0648 Dodson H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0648 Dodson H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0419 Drummond Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0419 Drummond Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0419 Drummond Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	18	0.6 (60%)	0.3762	0.78863	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	30	11	0.37 (37%)	0.15357	0.64877	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0419 Drummond Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0419 Drummond Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	21	9	0.43 (43%)	0.1784	0.72146	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	21	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	21	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0419 Drummond Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0419 Drummond Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0420 Drummond H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0420 Drummond H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	17	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0420 Drummond H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0420 Drummond H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0420 Drummond H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	8	0.47 (47%)	0.19565	0.7646	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	2	0.12 (12%)	0.0064	0.73171	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0420 Drummond H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0420 Drummond H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0671 Dupuyer Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0671 Dupuyer Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0671 Dupuyer Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0671 Dupuyer Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0671 Dupuyer Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0671 Dupuyer Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0671 Dupuyer Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1235 Dutton/Brady K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1235 Dutton/Brady K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1235 Dutton/Brady K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	42	1 (100%)	0.91622	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	42	13	0.31 (31%)	0.12792	0.57799	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1235 Dutton/Brady K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1235 Dutton/Brady K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	16	0.57 (57%)	0.3394	0.7758	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	1	0.04 (4%)	0.00024	0.8079	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1235 Dutton/Brady K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1235 Dutton/Brady K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0404 East Glacier Park Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0404 East Glacier Park Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0404 East Glacier Park Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0404 East Glacier Park Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0404 East Glacier Park Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0404 East Glacier Park Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0404 East Glacier Park Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0492 East Helena Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0492 East Helena Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0492 East Helena Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	142	138	0.97 (97%)	0.92898	0.98914	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	142	31	0.22 (22%)	0.10871	0.39	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0492 East Helena Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0492 East Helena Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	87	84	0.97 (97%)	0.90191	0.98841	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	87	2	0.02 (2%)	0.00019	0.67308	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	87	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0492 East Helena Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	12	10	0.83 (83%)	0.5238	0.95789	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0492 East Helena Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0073 Edgar Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0073 Edgar Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0073 Edgar Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0073 Edgar Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0073 Edgar Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0073 Edgar Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0073 Edgar Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0087 Ekalaka Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0087 Ekalaka Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0087 Ekalaka Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0087 Ekalaka Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0087 Ekalaka Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0087 Ekalaka Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0087 Ekalaka Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0972 Elder Grove Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0972 Elder Grove Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0972 Elder Grove Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	60	62	1 (100%)	0.94167	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	60	29	0.48 (48%)	0.31435	0.65621	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0972 Elder Grove Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0972 Elder Grove Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	39	22	0.56 (56%)	0.36314	0.74601	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	39	2	0.05 (5%)	0.00123	0.69142	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	39	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0972 Elder Grove Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0972 Elder Grove Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0719 Elliston Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0719 Elliston Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0719 Elliston Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	14	0.88 (88%)	0.62087	0.96769	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	16	12	0.75 (75%)	0.4677	0.91109	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0719 Elliston Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0719 Elliston Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0719 Elliston Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0719 Elliston Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0981 Elysian Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0981 Elysian Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0981 Elysian Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0981 Elysian Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0981 Elysian Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	11	0.58 (58%)	0.30648	0.81055	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0981 Elysian Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0981 Elysian Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0546 Ennis K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0546 Ennis K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0546 Ennis K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0546 Ennis K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0546 Ennis K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	11	0.46 (46%)	0.21537	0.72285	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	2	0.08 (8%)	0.00326	0.71134	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0546 Ennis K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0546 Ennis K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0527 Eureka Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0527 Eureka Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0527 Eureka Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	94	79	0.84 (84%)	0.74422	0.90507	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	94	20	0.21 (21%)	0.08835	0.42971	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0527 Eureka Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0527 Eureka Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	62	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	62	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	62	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0527 Eureka Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	13	0	0 (0%)	0	0	0.548 (54.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0527 Eureka Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0339 Evergreen Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0339 Evergreen Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0339 Evergreen Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	146	148	1 (100%)	0.97471	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	146	47	0.32 (32%)	0.20624	0.4645	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0339 Evergreen Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0339 Evergreen Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	124	45	0.36 (36%)	0.23839	0.50896	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	124	8	0.06 (6%)	0.00691	0.40459	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	124	21	0.17 (17%)	0.06436	0.37657	0.018 (1.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0339 Evergreen Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	13	4	0.31 (31%)	0.06535	0.73841	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0339 Evergreen Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0890 Fairfield Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0890 Fairfield Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0890 Fairfield Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0890 Fairfield Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0890 Fairfield Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	9	0.6 (60%)	0.30046	0.83972	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	1	0.07 (7%)	0.00103	0.8199	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0890 Fairfield Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0890 Fairfield Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0891 Fairfield H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0891 Fairfield H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0891 Fairfield H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0891 Fairfield H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0891 Fairfield H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0891 Fairfield H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0891 Fairfield H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0308 Fair-Mont-Egan Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0308 Fair-Mont-Egan Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0308 Fair-Mont-Egan Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0308 Fair-Mont-Egan Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0308 Fair-Mont-Egan Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	15	0.83 (83%)	0.5839	0.94688	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0308 Fair-Mont-Egan Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0308 Fair-Mont-Egan Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0750 Fairview Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0750 Fairview Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0750 Fairview Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0750 Fairview Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0750 Fairview Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	23	17	0.74 (74%)	0.50145	0.88868	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	23	1	0.04 (4%)	0.00039	0.81095	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	23	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0750 Fairview Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0750 Fairview Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0751 Fairview H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0751 Fairview H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	21	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0751 Fairview H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0751 Fairview H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0751 Fairview H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	21	12	0.57 (57%)	0.30978	0.79843	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	21	2	0.1 (10%)	0.00424	0.71851	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	21	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0751 Fairview H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0751 Fairview H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0259 Fergus H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	15	13	0.87 (87%)	0.60042	0.96568	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0259 Fergus H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	60	3	0.05 (5%)	0.00175	0.6035	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0259 Fergus H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0259 Fergus H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0259 Fergus H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	60	34	0.57 (57%)	0.40186	0.71793	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	60	5	0.08 (8%)	0.00748	0.52117	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	60	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0259 Fergus H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0259 Fergus H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0853 Fishtail Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0853 Fishtail Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0853 Fishtail Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0853 Fishtail Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0853 Fishtail Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0853 Fishtail Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0853 Fishtail Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0311 Flathead H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	42	32	0.76 (76%)	0.5916	0.87608	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0311 Flathead H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	174	20	0.11 (11%)	0.03469	0.31923	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0311 Flathead H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	60	59	0.98 (98%)	0.9105	0.99709	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	60	17	0.28 (28%)	0.12571	0.5208	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0311 Flathead H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0311 Flathead H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	174	59	0.34 (34%)	0.23145	0.46637	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	174	31	0.18 (18%)	0.08171	0.34555	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	174	2	0.01 (1%)	0	0.6654	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0311 Flathead H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0311 Flathead H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0743 Florence-Carlton K-12 Schls

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0743 Florence-Carlton K-12 Schls

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	45	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0743 Florence-Carlton K-12 Schls

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	136	136	1 (100%)	0.97254	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	136	30	0.22 (22%)	0.10903	0.39555	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0743 Florence-Carlton K-12 Schls

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0743 Florence-Carlton K-12 Schls

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	113	70	0.62 (62%)	0.50233	0.72417	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	113	8	0.07 (7%)	0.00818	0.41181	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	113	1	0.01 (1%)	-0.00006	0.7971	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0743 Florence-Carlton K-12 Schls

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0743 Florence-Carlton K-12 Schls

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0790 Forsyth Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0790 Forsyth Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0790 Forsyth Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	50	49	0.98 (98%)	0.89371	0.99652	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	50	10	0.2 (20%)	0.05665	0.50983	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0790 Forsyth Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0790 Forsyth Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	37	23	0.62 (62%)	0.41991	0.78852	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	37	5	0.14 (14%)	0.01809	0.56916	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	37	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0790 Forsyth Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	11	9	0.82 (82%)	0.49158	0.95446	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0790 Forsyth Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0791 Forsyth H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0791 Forsyth H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	19	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0791 Forsyth H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0791 Forsyth H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0791 Forsyth H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	9	0.47 (47%)	0.20832	0.75478	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	2	0.11 (11%)	0.00516	0.72446	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0791 Forsyth H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0791 Forsyth H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0133 Fort Benton Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0133 Fort Benton Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0133 Fort Benton Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	28	1 (100%)	0.87938	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0133 Fort Benton Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0133 Fort Benton Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	9	0.47 (47%)	0.20832	0.75478	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	1	0.05 (5%)	0.00061	0.81451	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0133 Fort Benton Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0133 Fort Benton Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0134 Fort Benton H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **0134 Fort Benton H S**

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	14	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0134 Fort Benton H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0134 Fort Benton H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0134 Fort Benton H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	14	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	14	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	14	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0134 Fort Benton H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0134 Fort Benton H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0529 Fortine Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0529 Fortine Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0529 Fortine Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0529 Fortine Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0529 Fortine Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0529 Fortine Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0529 Fortine Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0927 Frazer Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0927 Frazer Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0927 Frazer Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	20	1 (100%)	0.83891	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0927 Frazer Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0927 Frazer Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	10	0.77 (77%)	0.46031	0.92874	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	2	0.15 (15%)	0.01069	0.7522	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0927 Frazer Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0927 Frazer Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0928 Frazer H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0928 Frazer H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	2	0.13 (13%)	0.00814	0.74071	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0928 Frazer H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0928 Frazer H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0928 Frazer H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	12	0.8 (80%)	0.51728	0.93726	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	1	0.07 (7%)	0.00103	0.8199	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0928 Frazer H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0928 Frazer H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0599 Frenchtown K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0599 Frenchtown K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	58	2	0.03 (3%)	0.00052	0.68062	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0599 Frenchtown K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	144	146	1 (100%)	0.97437	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	144	30	0.21 (21%)	0.10065	0.38221	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0599 Frenchtown K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0599 Frenchtown K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	130	43	0.33 (33%)	0.20918	0.48009	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	130	3	0.02 (2%)	0.00034	0.5813	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	130	2	0.02 (2%)	0.00005	0.66801	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0599 Frenchtown K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	18	4	0.22 (22%)	0.03701	0.67953	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0599 Frenchtown K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0786 Froid Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0786 Froid Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0786 Froid Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	14	10	0.71 (71%)	0.40951	0.90015	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0786 Froid Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0786 Froid Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0786 Froid Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0786 Froid Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0787 Froid H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0787 Froid H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0787 Froid H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0787 Froid H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0787 Froid H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0787 Froid H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0787 Froid H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0071 Fromberg Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0071 Fromberg Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0071 Fromberg Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	26	0.81 (81%)	0.62658	0.91799	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0071 Fromberg Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0071 Fromberg Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	15	0.79 (79%)	0.53715	0.92379	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0071 Fromberg Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0071 Fromberg Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0072 Fromberg H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0072 Fromberg H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0072 Fromberg H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0072 Fromberg H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0072 Fromberg H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0072 Fromberg H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0072 Fromberg H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0774 Frontier Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0774 Frontier Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0774 Frontier Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	30	0.94 (94%)	0.79237	0.98334	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0774 Frontier Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0774 Frontier Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	12	0.6 (60%)	0.33328	0.81823	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0774 Frontier Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0774 Frontier Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0915 Galata Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0915 Galata Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0915 Galata Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0915 Galata Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0915 Galata Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0915 Galata Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0915 Galata Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0364 Gallatin Gateway Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0364 Gallatin Gateway Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0364 Gallatin Gateway Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0364 Gallatin Gateway Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0364 Gallatin Gateway Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	10	0.56 (56%)	0.27789	0.80238	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0364 Gallatin Gateway Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0364 Gallatin Gateway Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0614 Gardiner Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0614 Gardiner Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0614 Gardiner Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	20	1 (100%)	0.83891	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	20	10	0.5 (50%)	0.23657	0.76343	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0614 Gardiner Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0614 Gardiner Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	12	8	0.67 (67%)	0.3387	0.88651	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	12	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	12	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0614 Gardiner Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0614 Gardiner Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1191 Gardiner H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1191 Gardiner H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1191 Gardiner H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1191 Gardiner H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1191 Gardiner H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1191 Gardiner H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1191 Gardiner H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0378 Garfield County H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0378 Garfield County H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0378 Garfield County H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0378 Garfield County H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0378 Garfield County H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0378 Garfield County H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0378 Garfield County H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0718 Garrison Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0718 Garrison Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0718 Garrison Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0718 Garrison Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0718 Garrison Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0718 Garrison Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0718 Garrison Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0153 Geraldine Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0153 Geraldine Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0153 Geraldine Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0153 Geraldine Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0153 Geraldine Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0153 Geraldine Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0153 Geraldine Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0154 Geraldine H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0154 Geraldine H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0154 Geraldine H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0154 Geraldine H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0154 Geraldine H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0154 Geraldine H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0154 Geraldine H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0472 Geyser Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0472 Geyser Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0472 Geyser Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	10	0.71 (71%)	0.40951	0.90015	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0472 Geyser Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0472 Geyser Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	9	0.9 (90%)	0.57728	0.98345	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0472 Geyser Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0472 Geyser Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0473 Geyser H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0473 Geyser H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0473 Geyser H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0473 Geyser H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0473 Geyser H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0473 Geyser H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0473 Geysers H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1217 Gildford Colony Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1217 Gildford Colony Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1217 Gildford Colony Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1217 Gildford Colony Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1217 Gildford Colony Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1217 Gildford Colony Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1217 Gildford Colony Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0926 Glasgow K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	14	10	0.71 (71%)	0.4095	0.90015	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0926 Glasgow K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	35	4	0.11 (11%)	0.01113	0.59527	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0926 Glasgow K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	100	119	1 (100%)	0.96874	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	100	27	0.27 (27%)	0.13935	0.45793	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0926 Glasgow K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0926 Glasgow K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	102	41	0.4 (40%)	0.2666	0.55411	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	102	12	0.12 (12%)	0.02656	0.3941	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	102	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0926 Glasgow K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	19	13	0.68 (68%)	0.41625	0.86815	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0926 Glasgow K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0206 Glendive Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0206 Glendive Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0206 Glendive Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	168	154	0.92 (92%)	0.86224	0.95082	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	168	55	0.33 (33%)	0.21821	0.45908	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0206 Glendive Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0206 Glendive Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	133	86	0.65 (65%)	0.5413	0.73939	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	133	9	0.07 (7%)	0.00828	0.38564	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	133	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0206 Glendive Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	26	15	0.58 (58%)	0.3376	0.78488	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0206 Glendive Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0721 Gold Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0721 Gold Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0721 Gold Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0721 Gold Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0721 Gold Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0721 Gold Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0721 Gold Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0896 Golden Ridge Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0896 Golden Ridge Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0896 Golden Ridge Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0896 Golden Ridge Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0896 Golden Ridge Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0896 Golden Ridge Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0896 Golden Ridge Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0003 Grant Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0003 Grant Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0003 Grant Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0003 Grant Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0003 Grant Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0003 Grant Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0003 Grant Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0268 Grass Range Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0268 Grass Range Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0268 Grass Range Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0268 Grass Range Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0268 Grass Range Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0268 Grass Range Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0268 Grass Range Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0269 Grass Range H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0269 Grass Range H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0269 Grass Range H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0269 Grass Range H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0269 Grass Range H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0269 Grass Range H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0269 Grass Range H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0098 Great Falls Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0098 Great Falls Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0098 Great Falls Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	1018	1010	0.99 (99%)	0.98453	0.99602	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	1018	399	0.39 (39%)	0.34529	0.44066	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0098 Great Falls Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0098 Great Falls Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	682	422	0.62 (62%)	0.57155	0.66384	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	682	107	0.16 (16%)	0.10003	0.23752	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	682	4	0.01 (1%)	-0.00001	0.49579	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0098 Great Falls Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	147	59	0.4 (40%)	0.28604	0.52873	0.548 (54.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0098 Great Falls Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0099 Great Falls H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	91	49	0.54 (54%)	0.40121	0.67011	0.699 (69.9%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0099 Great Falls H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	374	48	0.13 (13%)	0.06074	0.25099	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0099 Great Falls H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	166	164	0.99 (99%)	0.95686	0.99672	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	166	75	0.45 (45%)	0.34427	0.56404	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0099 Great Falls H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0099 Great Falls H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	374	85	0.23 (23%)	0.15112	0.32699	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	374	173	0.46 (46%)	0.38988	0.53687	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	374	1	0 (0%)	-0.00008	0.79457	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0099 Great Falls H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0099 Great Falls H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0900 Greenfield Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0900 Greenfield Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0900 Greenfield Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0900 Greenfield Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0900 Greenfield Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0900 Greenfield Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0900 Greenfield Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0872 Greycliff Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0872 Greycliff Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0872 Greycliff Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0872 Greycliff Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0872 Greycliff Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0872 Greycliff Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0872 Greycliff Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0418 Hall Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0418 Hall Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0418 Hall Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0418 Hall Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0418 Hall Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0418 Hall Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0418 Hall Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0735 Hamilton K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	11	9	0.82 (82%)	0.49158	0.95446	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0735 Hamilton K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	61	2	0.03 (3%)	0.00047	0.67951	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0735 Hamilton K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	180	195	1 (100%)	0.98069	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	180	43	0.24 (24%)	0.13632	0.38427	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0735 Hamilton K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0735 Hamilton K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	170	81	0.48 (48%)	0.37125	0.58381	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	170	14	0.08 (8%)	0.01617	0.32832	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	170	2	0.01 (1%)	0	0.66559	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0735 Hamilton K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	25	6	0.24 (24%)	0.05596	0.62696	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0735 Hamilton K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0023 Hardin Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0023 Hardin Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0023 Hardin Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	102	178	1 (100%)	0.97888	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	102	45	0.44 (44%)	0.30647	0.58513	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0023 Hardin Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0023 Hardin Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	103	61	0.59 (59%)	0.46703	0.70651	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	103	9	0.09 (9%)	0.01306	0.40849	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	103	1	0.01 (1%)	-0.00005	0.79745	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0023 Hardin Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	11	11	1 (100%)	0.74121	1.00002	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0023 Hardin Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1189 Hardin H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	18	16	0.89 (89%)	0.65616	0.97107	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1189 Hardin H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	50	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1189 Hardin H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1189 Hardin H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1189 Hardin H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	50	26	0.52 (52%)	0.33814	0.6967	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	50	2	0.04 (4%)	0.00072	0.6842	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	50	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1189 Hardin H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1189 Hardin H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0030 Harlem Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0030 Harlem Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0030 Harlem Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	48	1 (100%)	0.92592	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0030 Harlem Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0030 Harlem Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	40	33	0.82 (82%)	0.66383	0.91841	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	40	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	40	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0030 Harlem Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0030 Harlem Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0031 Harlem H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0031 Harlem H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	14	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0031 Harlem H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0031 Harlem H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0031 Harlem H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	14	14	1 (100%)	0.78473	1.00002	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	14	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	14	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0031 Harlem H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0031 Harlem H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0945 Harlowton Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0945 Harlowton Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0945 Harlowton Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	46	1 (100%)	0.92295	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	46	17	0.37 (37%)	0.18497	0.60223	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0945 Harlowton Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0945 Harlowton Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	30	18	0.6 (60%)	0.3762	0.78863	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	30	3	0.1 (10%)	0.00676	0.64236	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	30	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0945 Harlowton Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0945 Harlowton Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0946 Harlowton H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0946 Harlowton H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	19	1	0.05 (5%)	0.00061	0.81451	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0946 Harlowton H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0946 Harlowton H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0946 Harlowton H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	17	0.89 (89%)	0.67148	0.97251	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0946 Harlowton H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0946 Harlowton H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0543 Harrison K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0543 Harrison K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0543 Harrison K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	16	0.8 (80%)	0.55659	0.92728	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0543 Harrison K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0543 Harrison K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	15	0.75 (75%)	0.49698	0.9011	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	1	0.05 (5%)	0.00055	0.81349	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0543 Harrison K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0543 Harrison K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0427 Havre Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0427 Havre Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0427 Havre Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	266	263	0.99 (99%)	0.9672	0.99618	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	266	93	0.35 (35%)	0.26042	0.45075	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0427 Havre Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0427 Havre Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	192	83	0.43 (43%)	0.33104	0.53952	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	192	10	0.05 (5%)	0.00561	0.3471	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	192	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0427 Havre Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	24	21	0.88 (88%)	0.67463	0.95942	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0427 Havre Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0428 Havre H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	17	7	0.41 (41%)	0.14837	0.73766	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0428 Havre H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	82	16	0.2 (20%)	0.07003	0.43823	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0428 Havre H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0428 Havre H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0428 Havre H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	82	30	0.37 (37%)	0.21807	0.54407	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	82	11	0.13 (13%)	0.03124	0.42638	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	82	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0428 Havre H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0428 Havre H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0078 Hawks Home Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0078 Hawks Home Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0078 Hawks Home Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0078 Hawks Home Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0078 Hawks Home Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0078 Hawks Home Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0078 Hawks Home Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1213 Hays-Lodge Pole K-12 Schls

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1213 Hays-Lodge Pole K-12 Schls

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	17	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1213 Hays-Lodge Pole K-12 Schls

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	28	1 (100%)	0.87938	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1213 Hays-Lodge Pole K-12 Schls

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1213 Hays-Lodge Pole K-12 Schls

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	40	32	0.8 (80%)	0.63301	0.9027	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	40	5	0.12 (12%)	0.01572	0.56006	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	40	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1213 Hays-Lodge Pole K-12 Schls

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1213 Hays-Lodge Pole K-12 Schls

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1226 Heart Butte K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1226 Heart Butte K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1226 Heart Butte K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1226 Heart Butte K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1226 Heart Butte K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	12	0.55 (55%)	0.28897	0.77989	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1226 Heart Butte K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1226 Heart Butte K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0487 Helena Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0487 Helena Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0487 Helena Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	890	882	0.99 (99%)	0.98231	0.99545	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	890	303	0.34 (34%)	0.28939	0.39551	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0487 Helena Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0487 Helena Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	584	380	0.65 (65%)	0.60145	0.69689	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	584	41	0.07 (7%)	0.02365	0.19036	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	584	2	0 (0%)	-0.00006	0.65994	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0487 Helena Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	81	34	0.42 (42%)	0.27043	0.58535	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0487 Helena Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0320 Helena Flats Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0320 Helena Flats Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0320 Helena Flats Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	26	0.81 (81%)	0.62658	0.91799	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0320 Helena Flats Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0320 Helena Flats Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	22	0.92 (92%)	0.73149	0.978	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0320 Helena Flats Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0320 Helena Flats Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0488 Helena H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	59	43	0.73 (73%)	0.58136	0.83874	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0488 Helena H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	280	26	0.09 (9%)	0.02867	0.26182	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0488 Helena H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	154	140	0.91 (91%)	0.84994	0.9464	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	154	37	0.24 (24%)	0.13139	0.39797	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0488 Helena H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0488 Helena H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	280	210	0.75 (75%)	0.68729	0.80372	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	280	31	0.11 (11%)	0.04093	0.2663	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	280	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0488 Helena H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0488 Helena H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0586 Hellgate Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0586 Hellgate Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0586 Hellgate Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	146	140	0.96 (96%)	0.91197	0.98133	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	146	50	0.34 (34%)	0.22645	0.48096	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0586 Hellgate Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0586 Hellgate Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	100	62	0.62 (62%)	0.49554	0.73045	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	100	3	0.03 (3%)	0.00061	0.5871	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	100	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0586 Hellgate Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0586 Hellgate Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0717 Helmville Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0717 Helmville Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0717 Helmville Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0717 Helmville Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0717 Helmville Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0717 Helmville Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0717 Helmville Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0145 Highwood Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0145 Highwood Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0145 Highwood Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0145 Highwood Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0145 Highwood Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0145 Highwood Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0145 Highwood Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0146 Highwood H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0146 Highwood H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0146 Highwood H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0146 Highwood H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0146 Highwood H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0146 Highwood H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0146 Highwood H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0932 Hinsdale Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0932 Hinsdale Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0932 Hinsdale Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0932 Hinsdale Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0932 Hinsdale Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0932 Hinsdale Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0932 Hinsdale Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0933 Hinsdale H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0933 Hinsdale H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0933 Hinsdale H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0933 Hinsdale H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0933 Hinsdale H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0933 Hinsdale H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0933 Hinsdale H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0469 Hobson K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name**      **0469 Hobson K-12 Schools**

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0469 Hobson K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0469 Hobson K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0469 Hobson K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	7	0.54 (54%)	0.22775	0.82192	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	1	0.08 (8%)	0.00139	0.82377	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0469 Hobson K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0469 Hobson K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0814 Hot Springs Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0814 Hot Springs Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0814 Hot Springs Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0814 Hot Springs Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0814 Hot Springs Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0814 Hot Springs Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0814 Hot Springs Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0815 Hot Springs H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0815 Hot Springs H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0815 Hot Springs H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0815 Hot Springs H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0815 Hot Springs H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0815 Hot Springs H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0815 Hot Springs H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0983 Huntley Project K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0983 Huntley Project K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	37	6	0.16 (16%)	0.02861	0.55939	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0983 Huntley Project K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	98	98	1 (100%)	0.96229	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	98	27	0.28 (28%)	0.14332	0.4636	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0983 Huntley Project K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0983 Huntley Project K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	89	15	0.17 (17%)	0.05405	0.41814	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	89	4	0.04 (4%)	0.00187	0.53378	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	89	3	0.03 (3%)	0.00078	0.59018	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0983 Huntley Project K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	13	1	0.08 (8%)	0.00139	0.82377	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0983 Huntley Project K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0923 Hysham K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0923 Hysham K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0923 Hysham K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0923 Hysham K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0923 Hysham K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	11	0.85 (85%)	0.55231	0.96085	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0923 Hysham K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0923 Hysham K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0989 Independent Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0989 Independent Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0989 Independent Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	52	1 (100%)	0.93122	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	44	18	0.41 (41%)	0.21825	0.6319	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0989 Independent Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0989 Independent Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	36	21	0.58 (58%)	0.37614	0.76475	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	36	1	0.03 (3%)	0.00011	0.80475	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	36	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0989 Independent Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	10	4	0.4 (40%)	0.10256	0.79538	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0989 Independent Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0014 Jackson Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0014 Jackson Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0014 Jackson Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0014 Jackson Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0014 Jackson Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0014 Jackson Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0014 Jackson Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0457 Jefferson H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0457 Jefferson H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	36	1	0.03 (3%)	0.00011	0.80475	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0457 Jefferson H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0457 Jefferson H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0457 Jefferson H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	36	28	0.78 (78%)	0.59603	0.89252	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	36	1	0.03 (3%)	0.00011	0.80475	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	36	7	0.19 (19%)	0.04339	0.56197	0.018 (1.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0457 Jefferson H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0457 Jefferson H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0060 Joliet Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0060 Joliet Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0060 Joliet Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	20	0.77 (77%)	0.55126	0.90047	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0060 Joliet Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0060 Joliet Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	18	0.72 (72%)	0.48907	0.87356	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0060 Joliet Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0060 Joliet Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0061 Joliet H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0061 Joliet H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0061 Joliet H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0061 Joliet H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0061 Joliet H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	2	0.13 (13%)	0.00814	0.74071	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0061 Joliet H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0061 Joliet H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0377 Jordan Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0377 Jordan Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0377 Jordan Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	10	0.83 (83%)	0.5238	0.95789	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0377 Jordan Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0377 Jordan Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	6	0.6 (60%)	0.25239	0.86955	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0377 Jordan Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0377 Jordan Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0948 Judith Gap Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0948 Judith Gap Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0948 Judith Gap Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	14	0.78 (78%)	0.51601	0.91996	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0948 Judith Gap Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0948 Judith Gap Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	7	0.7 (70%)	0.34729	0.911	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0948 Judith Gap Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0948 Judith Gap Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0949 Judith Gap H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0949 Judith Gap H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0949 Judith Gap H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0949 Judith Gap H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0949 Judith Gap H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0949 Judith Gap H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0949 Judith Gap H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0310 Kalispell Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0310 Kalispell Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0310 Kalispell Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	366	356	0.97 (97%)	0.95005	0.98522	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	366	152	0.42 (42%)	0.33999	0.49478	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0310 Kalispell Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0310 Kalispell Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	274	91	0.33 (33%)	0.24388	0.43394	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	274	18	0.07 (7%)	0.01309	0.27101	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	274	1	0 (0%)	-0.00007	0.79497	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0310 Kalispell Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	55	8	0.15 (15%)	0.02901	0.49186	0.548 (54.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0310 Kalispell Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0386 Kester Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0386 Kester Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0386 Kester Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0386 Kester Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0386 Kester Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0386 Kester Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0386 Kester Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0323 Kila Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0323 Kila Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0323 Kila Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0323 Kila Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0323 Kila Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	8	0.53 (53%)	0.23814	0.8069	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	2	0.13 (13%)	0.00814	0.74071	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0323 Kila Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0323 Kila Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0272 King Colony Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0272 King Colony Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0272 King Colony Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0272 King Colony Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0272 King Colony Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0272 King Colony Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0272 King Colony Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0187 Kinsey Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0187 Kinsey Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0187 Kinsey Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0187 Kinsey Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0187 Kinsey Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0187 Kinsey Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0187 Kinsey Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0173 Kircher Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0173 Kircher Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0173 Kircher Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0173 Kircher Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0173 Kircher Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0173 Kircher Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0173 Kircher Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0161 Knees Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0161 Knees Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0161 Knees Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0161 Knees Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0161 Knees Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0161 Knees Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0161 Knees Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0768 Lambert Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0768 Lambert Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0768 Lambert Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0768 Lambert Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0768 Lambert Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0768 Lambert Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0768 Lambert Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0769 Lambert H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0769 Lambert H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0769 Lambert H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0769 Lambert H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0769 Lambert H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0769 Lambert H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0769 Lambert H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0792 Lame Deer Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0792 Lame Deer Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0792 Lame Deer Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	124	125	1 (100%)	0.97019	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	124	15	0.12 (12%)	0.03193	0.36452	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0792 Lame Deer Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0792 Lame Deer Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	70	48	0.69 (69%)	0.54483	0.79907	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	70	8	0.11 (11%)	0.01915	0.4596	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	70	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0792 Lame Deer Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0792 Lame Deer Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1230 Lame Deer H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	12	5	0.42 (42%)	0.12585	0.77987	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1230 Lame Deer H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	27	6	0.22 (22%)	0.04913	0.6121	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1230 Lame Deer H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1230 Lame Deer H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1230 Lame Deer H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	22	0.79 (79%)	0.57944	0.90706	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1230 Lame Deer H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1230 Lame Deer H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0367 LaMotte Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0367 LaMotte Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0367 LaMotte Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0367 LaMotte Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0367 LaMotte Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0367 LaMotte Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0367 LaMotte Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0970 Laurel Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0970 Laurel Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0970 Laurel Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	242	234	0.97 (97%)	0.93546	0.98334	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	242	90	0.37 (37%)	0.27921	0.47507	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0970 Laurel Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0970 Laurel Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	167	79	0.47 (47%)	0.36677	0.58182	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	167	9	0.05 (5%)	0.00547	0.36913	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	167	2	0.01 (1%)	0	0.66573	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0970 Laurel Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	33	6	0.18 (18%)	0.03487	0.57709	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0970 Laurel Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0971 Laurel H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	25	21	0.84 (84%)	0.63398	0.94089	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0971 Laurel H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	95	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0971 Laurel H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	50	50	1 (100%)	0.92867	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0971 Laurel H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0971 Laurel H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	95	73	0.77 (77%)	0.65973	0.85027	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	95	11	0.12 (12%)	0.02444	0.40597	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	95	3	0.03 (3%)	0.00068	0.58842	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0971 Laurel H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0971 Laurel H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0411 Lavina K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0411 Lavina K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0411 Lavina K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	14	0.88 (88%)	0.62087	0.96769	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	16	10	0.62 (62%)	0.33291	0.84773	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0411 Lavina K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0411 Lavina K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	9	0.6 (60%)	0.30046	0.83972	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0411 Lavina K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0411 Lavina K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0568 Lennep Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0568 Lennep Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0568 Lennep Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0568 Lennep Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0568 Lennep Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0568 Lennep Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0568 Lennep Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0258 Lewistown Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0258 Lewistown Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0258 Lewistown Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	220	228	1 (100%)	0.98344	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	220	93	0.42 (42%)	0.32735	0.52423	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0258 Lewistown Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0258 Lewistown Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	148	63	0.43 (43%)	0.31133	0.54856	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	148	26	0.18 (18%)	0.07463	0.36019	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	148	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0258 Lewistown Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	20	18	0.9 (90%)	0.68552	0.97381	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0258 Lewistown Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0522 Libby K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0522 Libby K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	58	1	0.02 (2%)	0	0.80051	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0522 Libby K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	154	152	0.99 (99%)	0.95356	0.99646	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	154	46	0.3 (30%)	0.1862	0.44222	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0522 Libby K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0522 Libby K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	150	90	0.6 (60%)	0.4967	0.69511	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	150	9	0.06 (6%)	0.00666	0.37651	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	150	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0522 Libby K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	22	22	1 (100%)	0.85137	1.00001	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0522 Libby K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1224 Liberty Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1224 Liberty Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1224 Liberty Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1224 Liberty Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1224 Liberty Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1224 Liberty Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1224 Liberty Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0009 Lima K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0009 Lima K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0009 Lima K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0009 Lima K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0009 Lima K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	10	0.77 (77%)	0.46031	0.92874	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0009 Lima K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0009 Lima K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0528 Lincoln County H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0528 Lincoln County H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	25	1	0.04 (4%)	0.00032	0.80959	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0528 Lincoln County H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	10	0.71 (71%)	0.40951	0.90015	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0528 Lincoln County H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0528 Lincoln County H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0528 Lincoln County H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0528 Lincoln County H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1221 Lincoln K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1221 Lincoln K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1221 Lincoln K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	52	52	1 (100%)	0.93122	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	52	21	0.4 (40%)	0.22518	0.61224	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **1221 Lincoln K-12 Schools**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1221 Lincoln K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	34	7	0.21 (21%)	0.04777	0.57237	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	34	1	0.03 (3%)	0.00013	0.8054	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	34	1	0.03 (3%)	0.00013	0.8054	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1221 Lincoln K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1221 Lincoln K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0216 Lindsay Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0216 Lindsay Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0216 Lindsay Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0216 Lindsay Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0216 Lindsay Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0216 Lindsay Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0216 Lindsay Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0612 Livingston Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0612 Livingston Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0612 Livingston Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	166	164	0.99 (99%)	0.95686	0.99672	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	166	54	0.33 (33%)	0.21561	0.45819	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0612 Livingston Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0612 Livingston Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	111	68	0.61 (61%)	0.49378	0.7194	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	111	10	0.09 (9%)	0.01489	0.39275	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	111	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0612 Livingston Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	16	3	0.19 (19%)	0.02183	0.70404	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0612 Livingston Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0967 Lockwood Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0967 Lockwood Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0967 Lockwood Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	248	236	0.95 (95%)	0.91628	0.97249	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	248	103	0.42 (42%)	0.32487	0.51186	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0967 Lockwood Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0967 Lockwood Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	162	49	0.3 (30%)	0.19214	0.4415	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	162	11	0.07 (7%)	0.00973	0.34968	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	162	9	0.06 (6%)	0.00579	0.37115	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0967 Lockwood Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	25	2	0.08 (8%)	0.00301	0.70931	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0967 Lockwood Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0025 Lodge Grass Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0025 Lodge Grass Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0025 Lodge Grass Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	66	41	0.62 (62%)	0.46847	0.7532	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0025 Lodge Grass Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0025 Lodge Grass Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	42	31	0.74 (74%)	0.56351	0.86019	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	42	2	0.05 (5%)	0.00105	0.68909	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	42	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0025 Lodge Grass Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0025 Lodge Grass Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1190 Lodge Grass H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	10	6	0.6 (60%)	0.25239	0.86955	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1190 Lodge Grass H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	37	3	0.08 (8%)	0.00452	0.628	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1190 Lodge Grass H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	12	0.75 (75%)	0.4677	0.91109	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1190 Lodge Grass H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1190 Lodge Grass H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	37	18	0.49 (49%)	0.27922	0.69849	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	37	2	0.05 (5%)	0.00137	0.69318	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	37	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1190 Lodge Grass H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1190 Lodge Grass H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0588 Lolo Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0588 Lolo Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0588 Lolo Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	120	120	1 (100%)	0.96899	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	120	57	0.48 (48%)	0.35108	0.60207	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0588 Lolo Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0588 Lolo Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	77	33	0.43 (43%)	0.27603	0.59599	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	77	2	0.03 (3%)	0.00027	0.67505	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	77	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0588 Lolo Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	14	11	0.79 (79%)	0.4903	0.93326	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0588 Lolo Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0741 Lone Rock Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0741 Lone Rock Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0741 Lone Rock Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	48	46	0.96 (96%)	0.85725	0.98879	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	48	11	0.23 (23%)	0.07421	0.52429	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0741 Lone Rock Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0741 Lone Rock Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	25	0.78 (78%)	0.58834	0.89926	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0741 Lone Rock Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	10	8	0.8 (80%)	0.45494	0.95046	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0741 Lone Rock Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0941 Lustre Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0941 Lustre Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0941 Lustre Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0941 Lustre Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0941 Lustre Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0941 Lustre Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0941 Lustre Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1231 Luther Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1231 Luther Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1231 Luther Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1231 Luther Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1231 Luther Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1231 Luther Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1231 Luther Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0370 Malmborg Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0370 Malmborg Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0370 Malmborg Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0370 Malmborg Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0370 Malmborg Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0370 Malmborg Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0370 Malmborg Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0659 Malta K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0659 Malta K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	34	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0659 Malta K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	72	72	1 (100%)	0.94936	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	72	18	0.25 (25%)	0.1071	0.48081	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0659 Malta K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0659 Malta K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	82	21	0.26 (26%)	0.11805	0.46954	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	82	11	0.13 (13%)	0.03124	0.42638	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	82	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0659 Malta K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	15	4	0.27 (27%)	0.05096	0.71093	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0659 Malta K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0347 Manhattan Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0347 Manhattan Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0347 Manhattan Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	22	0.92 (92%)	0.73149	0.978	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0347 Manhattan Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0347 Manhattan Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	31	20	0.65 (65%)	0.42829	0.81526	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	31	6	0.19 (19%)	0.03883	0.58744	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	31	1	0.03 (3%)	0.00018	0.80653	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0347 Manhattan Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0347 Manhattan Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0348 Manhattan H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0348 Manhattan H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	1	0.06 (6%)	0.0009	0.81831	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0348 Manhattan H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0348 Manhattan H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0348 Manhattan H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	4	0.25 (25%)	0.04553	0.69936	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	7	0.44 (44%)	0.16349	0.75578	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0348 Manhattan H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0348 Manhattan H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0341 Marion Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0341 Marion Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0341 Marion Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	22	12	0.55 (55%)	0.28897	0.7799	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0341 Marion Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0341 Marion Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	12	0.92 (92%)	0.65394	0.98707	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0341 Marion Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0341 Marion Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0530 McCormick Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0530 McCormick Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0530 McCormick Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0530 McCormick Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0530 McCormick Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0530 McCormick Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0530 McCormick Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0875 McLeod Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0875 McLeod Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0875 McLeod Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0875 McLeod Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0875 McLeod Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0875 McLeod Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0875 McLeod Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0822 Medicine Lake K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0822 Medicine Lake K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0822 Medicine Lake K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	22	16	0.73 (73%)	0.48243	0.88414	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0822 Medicine Lake K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0822 Medicine Lake K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	19	1 (100%)	0.83185	1.00001	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0822 Medicine Lake K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0822 Medicine Lake K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0844 Melrose Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0844 Melrose Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0844 Melrose Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0844 Melrose Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0844 Melrose Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0844 Melrose Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0844 Melrose Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0607 Melstone Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0607 Melstone Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0607 Melstone Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0607 Melstone Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0607 Melstone Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0607 Melstone Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0607 Melstone Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0608 Melstone H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0608 Melstone H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0608 Melstone H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0608 Melstone H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0608 Melstone H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0608 Melstone H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0608 Melstone H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0868 Melville Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0868 Melville Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0868 Melville Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0868 Melville Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0868 Melville Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0868 Melville Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0868 Melville Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0684 Miami Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0684 Miami Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0684 Miami Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0684 Miami Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0684 Miami Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0684 Miami Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0684 Miami Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0172 Miles City Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0172 Miles City Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0172 Miles City Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	212	208	0.98 (98%)	0.95212	0.9927	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	212	80	0.38 (38%)	0.27906	0.48689	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0172 Miles City Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0172 Miles City Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	155	103	0.66 (66%)	0.56887	0.74833	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	155	29	0.19 (19%)	0.08537	0.36199	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	155	1	0.01 (1%)	-0.00007	0.79612	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0172 Miles City Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	24	14	0.58 (58%)	0.33591	0.79487	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0172 Miles City Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0583 Missoula Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0583 Missoula Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0583 Missoula Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	1110	1088	0.98 (98%)	0.97005	0.98693	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	1110	423	0.38 (38%)	0.33607	0.42824	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0583 Missoula Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0583 Missoula Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	705	359	0.51 (51%)	0.45768	0.56056	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	705	102	0.14 (14%)	0.08932	0.22582	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	705	2	0 (0%)	-0.00006	0.65954	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0583 Missoula Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	110	60	0.55 (55%)	0.42054	0.66489	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0583 Missoula Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0584 Missoula H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	114	78	0.68 (68%)	0.57448	0.77664	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0584 Missoula H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	599	46	0.08 (8%)	0.0286	0.19019	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0584 Missoula H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	250	250	1 (100%)	0.98487	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	250	79	0.32 (32%)	0.22405	0.42501	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0584 Missoula H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0584 Missoula H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	599	201	0.34 (34%)	0.2739	0.40337	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	599	122	0.2 (20%)	0.14177	0.28365	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	599	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0584 Missoula H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0584 Missoula H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0852 Molt Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0852 Molt Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0852 Molt Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0852 Molt Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0852 Molt Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0852 Molt Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0852 Molt Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0363 Monforton Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0363 Monforton Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0363 Monforton Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	32	0.73 (73%)	0.55509	0.85075	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	44	16	0.36 (36%)	0.17671	0.60335	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0363 Monforton Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0363 Monforton Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	27	23	0.85 (85%)	0.65799	0.94503	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	27	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	27	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0363 Monforton Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0363 Monforton Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9258 Mont Sch for Deaf Blind

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9258 Mont Sch for Deaf Blind

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	40	1	0.02 (2%)	0.00007	0.80364	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9258 Mont Sch for Deaf Blind

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	50	46	0.92 (92%)	0.80566	0.96962	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9258 Mont Sch for Deaf Blind

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9258 Mont Sch for Deaf Blind

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	60	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	60	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	60	57	0.95 (95%)	0.8599	0.98329	0.018 (1.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9258 Mont Sch for Deaf Blind

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 9258 Mont Sch for Deaf Blind

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0460 Montana City Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0460 Montana City Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0460 Montana City Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	52	44	0.85 (85%)	0.71242	0.92432	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	52	14	0.27 (27%)	0.10716	0.53065	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0460 Montana City Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0460 Montana City Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	37	35	0.95 (95%)	0.81817	0.98553	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	37	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	37	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0460 Montana City Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0460 Montana City Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0273 Moore Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0273 Moore Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0273 Moore Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name** **0273 Moore Elem**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0273 Moore Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0273 Moore Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0273 Moore Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0274 Moore H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0274 Moore H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0274 Moore H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0274 Moore H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0274 Moore H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0274 Moore H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0274 Moore H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0976 Morin Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0976 Morin Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0976 Morin Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0976 Morin Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0976 Morin Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0976 Morin Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0976 Morin Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1222 Mountain View Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1222 Mountain View Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1222 Mountain View Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1222 Mountain View Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1222 Mountain View Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1222 Mountain View Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1222 Mountain View Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0937 Nashua K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0937 Nashua K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0937 Nashua K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	16	0.8 (80%)	0.55659	0.92728	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0937 Nashua K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0937 Nashua K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	15	0.75 (75%)	0.49698	0.9011	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0937 Nashua K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0937 Nashua K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1216 North Harlem Colony Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1216 North Harlem Colony Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1216 North Harlem Colony Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1216 North Harlem Colony Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1216 North Harlem Colony Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1216 North Harlem Colony Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1216 North Harlem Colony Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1233 North Star Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1233 North Star Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1233 North Star Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	18	0.69 (69%)	0.46199	0.855	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1233 North Star Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1233 North Star Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	6	0.4 (40%)	0.13044	0.7476	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1233 North Star Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1233 North Star Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1234 North Star HS

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1234 North Star HS

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1234 North Star HS

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1234 North Star HS

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1234 North Star HS

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1234 North Star HS

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1234 North Star HS

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0811 Noxon Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0811 Noxon Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0811 Noxon Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0811 Noxon Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0811 Noxon Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0811 Noxon Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0811 Noxon Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0812 Noxon H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0812 Noxon H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0812 Noxon H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0812 Noxon H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0812 Noxon H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0812 Noxon H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0812 Noxon H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0857 Nye Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0857 Nye Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0857 Nye Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0857 Nye Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0857 Nye Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0857 Nye Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0857 Nye Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0342 Olney-Bissell Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0342 Olney-Bissell Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0342 Olney-Bissell Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	10	0.83 (83%)	0.5238	0.95789	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0342 Olney-Bissell Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0342 Olney-Bissell Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0342 Olney-Bissell Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0342 Olney-Bissell Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0935 Opheim K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0935 Opheim K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0935 Opheim K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0935 Opheim K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0935 Opheim K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0935 Opheim K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0935 Opheim K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0375 Ophir Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0375 Ophir Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0375 Ophir Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0375 Ophir Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0375 Ophir Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0375 Ophir Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0375 Ophir Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0715 Ovando Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0715 Ovando Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0715 Ovando Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0715 Ovando Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0715 Ovando Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0715 Ovando Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0715 Ovando Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0808 Paradise Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0808 Paradise Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0808 Paradise Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0808 Paradise Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0808 Paradise Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0808 Paradise Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0808 Paradise Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0846 Park City Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0846 Park City Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0846 Park City Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	32	1 (100%)	0.89285	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0846 Park City Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0846 Park City Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	25	0.89 (89%)	0.71613	0.96496	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	2	0.07 (7%)	0.0024	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0846 Park City Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0846 Park City Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0847 Park City H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0847 Park City H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0847 Park City H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0847 Park City H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0847 Park City H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0847 Park City H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0847 Park City H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0613 Park H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	18	13	0.72 (72%)	0.45169	0.89139	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0613 Park H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	72	13	0.18 (18%)	0.05576	0.45103	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0613 Park H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	38	36	0.95 (95%)	0.82259	0.98591	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	38	10	0.26 (26%)	0.08774	0.57	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0613 Park H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0613 Park H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	72	53	0.74 (74%)	0.60447	0.83584	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	72	5	0.07 (7%)	0.00532	0.50762	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	72	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0613 Park H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0613 Park H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0362 Pass Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0362 Pass Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0362 Pass Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0362 Pass Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0362 Pass Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0362 Pass Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0362 Pass Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0196 Peerless K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0196 Peerless K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0196 Peerless K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0196 Peerless K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0196 Peerless K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0196 Peerless K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0196 Peerless K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0898 Pendroy Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0898 Pendroy Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0898 Pendroy Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0898 Pendroy Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0898 Pendroy Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0898 Pendroy Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0898 Pendroy Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0416 Philipsburg K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0416 Philipsburg K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	1	0.07 (7%)	0.00103	0.8199	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0416 Philipsburg K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	36	0.86 (86%)	0.70873	0.9367	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	42	17	0.4 (40%)	0.21084	0.63378	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0416 Philipsburg K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0416 Philipsburg K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	34	26	0.76 (76%)	0.57467	0.8866	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	34	2	0.06 (6%)	0.00162	0.69619	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	34	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0416 Philipsburg K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0416 Philipsburg K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0620 Pine Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0620 Pine Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0620 Pine Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0620 Pine Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0620 Pine Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0620 Pine Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0620 Pine Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0385 Pine Grove Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0385 Pine Grove Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0385 Pine Grove Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0385 Pine Grove Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0385 Pine Grove Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0385 Pine Grove Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0385 Pine Grove Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0987 Pioneer Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0987 Pioneer Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0987 Pioneer Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0987 Pioneer Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0987 Pioneer Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0987 Pioneer Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0987 Pioneer Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0802 Plains Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0802 Plains Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0802 Plains Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	40	54	1 (100%)	0.9336	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	40	12	0.3 (30%)	0.11766	0.57931	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0802 Plains Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0802 Plains Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	31	20	0.65 (65%)	0.42829	0.81526	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	31	4	0.13 (13%)	0.01392	0.60753	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	31	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0802 Plains Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0802 Plains Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0803 Plains H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0803 Plains H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	13	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0803 Plains H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0803 Plains H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0803 Plains H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	10	0.77 (77%)	0.46031	0.92874	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	1	0.08 (8%)	0.00139	0.82377	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0803 Plains H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0803 Plains H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0325 Pleasant Valley Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0325 Pleasant Valley Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0325 Pleasant Valley Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0325 Pleasant Valley Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0325 Pleasant Valley Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0325 Pleasant Valley Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0325 Pleasant Valley Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1214 Plenty Coups H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1214 Plenty Coups H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1214 Plenty Coups H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1214 Plenty Coups H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1214 Plenty Coups H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	2	0.13 (13%)	0.00814	0.74071	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1214 Plenty Coups H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1214 Plenty Coups H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0828 Plentywood K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0828 Plentywood K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	30	1	0.03 (3%)	0.0002	0.80696	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0828 Plentywood K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	64	66	1 (100%)	0.94501	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	64	27	0.42 (42%)	0.25703	0.60618	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0828 Plentywood K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0828 Plentywood K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	69	44	0.64 (64%)	0.48997	0.76328	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	69	3	0.04 (4%)	0.00132	0.59821	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	69	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0828 Plentywood K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0828 Plentywood K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0256 Plevna K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0256 Plevna K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0256 Plevna K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0256 Plevna K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0256 Plevna K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0256 Plevna K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0256 Plevna K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0012 Polaris Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0012 Polaris Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0012 Polaris Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0012 Polaris Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0012 Polaris Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0012 Polaris Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0012 Polaris Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0477 Polson Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0477 Polson Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0477 Polson Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	110	130	1 (100%)	0.97131	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	110	47	0.43 (43%)	0.29667	0.56886	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0477 Polson Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0477 Polson Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	108	93	0.86 (86%)	0.77643	0.91714	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	108	4	0.04 (4%)	0.00127	0.52631	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	108	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0477 Polson Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	27	8	0.3 (30%)	0.094	0.63072	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0477 Polson Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0478 Polson H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	19	14	0.74 (74%)	0.47525	0.89646	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0478 Polson H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	57	5	0.09 (9%)	0.00823	0.52538	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0478 Polson H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	34	1 (100%)	0.89851	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0478 Polson H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0478 Polson H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	57	42	0.74 (74%)	0.58799	0.84601	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	57	4	0.07 (7%)	0.00445	0.55694	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	57	1	0.02 (2%)	0	0.80064	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0478 Polson H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0478 Polson H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0775 Poplar Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0775 Poplar Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	17	4	0.24 (24%)	0.04093	0.68895	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0775 Poplar Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	142	131	0.92 (92%)	0.8638	0.9572	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	142	29	0.2 (20%)	0.09666	0.38096	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0775 Poplar Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0775 Poplar Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	104	53	0.51 (51%)	0.379	0.63893	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	104	7	0.07 (7%)	0.00668	0.43448	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	104	5	0.05 (5%)	0.00263	0.48613	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0775 Poplar Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0775 Poplar Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0776 Poplar H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0776 Poplar H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	32	6	0.19 (19%)	0.03677	0.58213	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0776 Poplar H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0776 Poplar H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0776 Poplar H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	10	0.31 (31%)	0.11483	0.6142	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	10	0.31 (31%)	0.11483	0.6142	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0776 Poplar H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0776 Poplar H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0589 Potomac Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0589 Potomac Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0589 Potomac Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	28	0.88 (88%)	0.70631	0.95324	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0589 Potomac Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0589 Potomac Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	1	0.07 (7%)	0.00103	0.8199	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0589 Potomac Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0589 Potomac Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0706 Powder River Co Dist H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0706 Powder River Co Dist H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0706 Powder River Co Dist H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0706 Powder River Co Dist H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0706 Powder River Co Dist H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	12	0.75 (75%)	0.4677	0.91108	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0706 Powder River Co Dist H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0706 Powder River Co Dist H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0713 Powell County H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0713 Powell County H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	63	2	0.03 (3%)	0.00043	0.67884	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0713 Powell County H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	12	0.33 (33%)	0.13809	0.60938	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0713 Powell County H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0713 Powell County H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	63	22	0.35 (35%)	0.18644	0.55678	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	63	7	0.11 (11%)	0.01651	0.48122	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	63	9	0.14 (14%)	0.03046	0.46886	0.018 (1.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0713 Powell County H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0713 Powell County H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0894 Power Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0894 Power Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0894 Power Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0894 Power Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0894 Power Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0894 Power Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0894 Power Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0895 Power H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0895 Power H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0895 Power H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0895 Power H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0895 Power H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0895 Power H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0895 Power H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0021 Pryor Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0021 Pryor Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0021 Pryor Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	10	0.83 (83%)	0.5238	0.95789	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0021 Pryor Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0021 Pryor Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0021 Pryor Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0021 Pryor Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0842 Ramsay Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0842 Ramsay Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0842 Ramsay Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	34	0.94 (94%)	0.81354	0.98514	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0842 Ramsay Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0842 Ramsay Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	1	0.05 (5%)	0.00055	0.81349	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	1	0.05 (5%)	0.00055	0.81349	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0842 Ramsay Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0842 Ramsay Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0858 Rapelje Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0858 Rapelje Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0858 Rapelje Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0858 Rapelje Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0858 Rapelje Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0858 Rapelje Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0858 Rapelje Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0859 Rapelje H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0859 Rapelje H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0859 Rapelje H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0859 Rapelje H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0859 Rapelje H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0859 Rapelje H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0859 Rapelje H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0754 Rau Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0754 Rau Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0754 Rau Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	10	0.83 (83%)	0.5238	0.95789	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0754 Rau Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0754 Rau Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	11	9	0.82 (82%)	0.49158	0.95446	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	11	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	11	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0754 Rau Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0754 Rau Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0056 Red Lodge Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0056 Red Lodge Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0056 Red Lodge Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	58	60	1 (100%)	0.93984	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	58	30	0.52 (52%)	0.34691	0.68366	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0056 Red Lodge Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0056 Red Lodge Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	49	32	0.65 (65%)	0.47996	0.79336	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	49	2	0.04 (4%)	0.00076	0.68472	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	49	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0056 Red Lodge Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0056 Red Lodge Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0057 Red Lodge H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0057 Red Lodge H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0057 Red Lodge H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0057 Red Lodge H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0057 Red Lodge H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	3	0.19 (19%)	0.02183	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0057 Red Lodge H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0057 Red Lodge H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0850 Reed Point Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0850 Reed Point Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0850 Reed Point Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0850 Reed Point Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0850 Reed Point Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0850 Reed Point Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0850 Reed Point Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0851 Reed Point H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0851 Reed Point H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0851 Reed Point H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0851 Reed Point H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0851 Reed Point H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0851 Reed Point H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0851 Reed Point H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0015 Reichle Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0015 Reichle Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0015 Reichle Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0015 Reichle Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0015 Reichle Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0015 Reichle Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0015 Reichle Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0227 Richey Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0227 Richey Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0227 Richey Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0227 Richey Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0227 Richey Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0227 Richey Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0227 Richey Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0228 Richey H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0228 Richey H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0228 Richey H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0228 Richey H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0228 Richey H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0228 Richey H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0228 Richey H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0069 Roberts K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0069 Roberts K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0069 Roberts K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **0069 Roberts K-12 Schools**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0069 Roberts K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	12	7	0.58 (58%)	0.25884	0.84878	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	12	1	0.08 (8%)	0.00165	0.82617	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	12	2	0.17 (17%)	0.01245	0.75923	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0069 Roberts K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0069 Roberts K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1207 Rocky Boy Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1207 Rocky Boy Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1207 Rocky Boy Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	88	88	1 (100%)	0.95818	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1207 Rocky Boy Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1207 Rocky Boy Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	50	36	0.72 (72%)	0.55776	0.83982	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	50	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	50	1	0.02 (2%)	0.00001	0.80163	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1207 Rocky Boy Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1207 Rocky Boy Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1229 Rocky Boy H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1229 Rocky Boy H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	19	2	0.11 (11%)	0.00516	0.72446	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1229 Rocky Boy H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1229 Rocky Boy H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1229 Rocky Boy H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	10	0.53 (53%)	0.25585	0.78217	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1229 Rocky Boy H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1229 Rocky Boy H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1199 Ronan Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1199 Ronan Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1199 Ronan Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	142	142	1 (100%)	0.97367	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	142	42	0.3 (30%)	0.17966	0.44611	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1199 Ronan Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1199 Ronan Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	100	61	0.61 (61%)	0.48458	0.72238	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	100	4	0.04 (4%)	0.00148	0.52912	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	100	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1199 Ronan Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	26	16	0.62 (62%)	0.37781	0.80829	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1199 Ronan Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1200 Ronan H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1200 Ronan H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	32	2	0.06 (6%)	0.00184	0.69849	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1200 Ronan H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	22	0.79 (79%)	0.57944	0.90707	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1200 Ronan H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1200 Ronan H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	9	0.28 (28%)	0.09218	0.60115	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1200 Ronan H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1200 Ronan H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0794 Rosebud Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0794 Rosebud Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0794 Rosebud Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0794 Rosebud Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0794 Rosebud Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0794 Rosebud Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0794 Rosebud Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0795 Rosebud H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0795 Rosebud H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0795 Rosebud H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0795 Rosebud H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0795 Rosebud H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0795 Rosebud H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0795 Rosebud H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0394 Ross Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0394 Ross Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0394 Ross Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0394 Ross Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0394 Ross Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0394 Ross Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0394 Ross Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0605 Roundup Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0605 Roundup Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0605 Roundup Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	116	116	1 (100%)	0.96795	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	116	29	0.25 (25%)	0.12827	0.43019	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0605 Roundup Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0605 Roundup Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	87	35	0.4 (40%)	0.25743	0.56647	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	87	14	0.16 (16%)	0.04842	0.41939	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	87	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0605 Roundup Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	18	18	1 (100%)	0.82415	1.00001	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0605 Roundup Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0606 Roundup H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0606 Roundup H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	2	0.11 (11%)	0.00573	0.7279	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0606 Roundup H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0606 Roundup H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0606 Roundup H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	9	0.5 (50%)	0.2265	0.77349	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	3	0.17 (17%)	0.01758	0.69001	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0606 Roundup H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0606 Roundup H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0280 Roy K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0280 Roy K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0280 Roy K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0280 Roy K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0280 Roy K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	12	6	0.5 (50%)	0.18758	0.81241	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	12	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	12	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0280 Roy K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0280 Roy K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0407 Ryegate K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0407 Ryegate K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	13	1	0.08 (8%)	0.00139	0.82377	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0407 Ryegate K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	20	1 (100%)	0.83891	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0407 Ryegate K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0407 Ryegate K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	18	0.95 (95%)	0.74639	0.99102	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0407 Ryegate K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0407 Ryegate K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1238 S H Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1238 S H Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1238 S H Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1238 S H Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1238 S H Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1238 S H Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1238 S H Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1203 Saco Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1203 Saco Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1203 Saco Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1203 Saco Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1203 Saco Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1203 Saco Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1203 Saco Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0657 Saco H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0657 Saco H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0657 Saco H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0657 Saco H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0657 Saco H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0657 Saco H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0657 Saco H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0392 Sand Springs Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0392 Sand Springs Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0392 Sand Springs Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0392 Sand Springs Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0392 Sand Springs Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0392 Sand Springs Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0392 Sand Springs Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0747 Savage Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0747 Savage Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0747 Savage Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0747 Savage Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0747 Savage Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0747 Savage Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0747 Savage Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0748 Savage H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0748 Savage H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0748 Savage H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0748 Savage H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0748 Savage H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0748 Savage H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0748 Savage H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0194 Scobey K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0194 Scobey K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0194 Scobey K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	56	56	1 (100%)	0.93582	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	56	26	0.46 (46%)	0.28988	0.64788	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0194 Scobey K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0194 Scobey K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	52	39	0.75 (75%)	0.596	0.85918	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	52	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	52	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0194 Scobey K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0194 Scobey K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0597 Seeley Lake Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0597 Seeley Lake Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0597 Seeley Lake Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	64	46	0.72 (72%)	0.57594	0.82785	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	64	12	0.19 (19%)	0.05664	0.46987	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **0597 Seeley Lake Elem**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0597 Seeley Lake Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	40	35	0.88 (88%)	0.7275	0.94834	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	40	2	0.05 (5%)	0.00116	0.69061	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	40	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0597 Seeley Lake Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0597 Seeley Lake Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0947 Shawmut Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0947 Shawmut Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0947 Shawmut Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0947 Shawmut Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0947 Shawmut Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0947 Shawmut Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0947 Shawmut Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0910 Shelby Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0910 Shelby Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0910 Shelby Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	100	98	0.98 (98%)	0.92924	0.99457	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	100	27	0.27 (27%)	0.13935	0.45793	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0910 Shelby Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0910 Shelby Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	66	31	0.47 (47%)	0.30727	0.63879	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	66	2	0.03 (3%)	0.00039	0.67789	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	66	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0910 Shelby Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	12	7	0.58 (58%)	0.25884	0.84878	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0910 Shelby Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0911 Shelby H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0911 Shelby H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	10	1	0.1 (10%)	0.00239	0.83231	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0911 Shelby H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0911 Shelby H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0911 Shelby H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	5	0.5 (50%)	0.17039	0.8296	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0911 Shelby H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0911 Shelby H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0985 Shepherd Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0985 Shepherd Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0985 Shepherd Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	104	104	1 (100%)	0.96439	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	104	36	0.35 (35%)	0.21251	0.50946	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0985 Shepherd Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0985 Shepherd Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	69	43	0.62 (62%)	0.47394	0.75223	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	69	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	69	1	0.01 (1%)	-0.00002	0.7994	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0985 Shepherd Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	15	0	0 (0%)	0	0	0.548 (54.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0985 Shepherd Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0986 Shepherd H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0986 Shepherd H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	26	2	0.08 (8%)	0.00279	0.70742	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0986 Shepherd H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	16	0.89 (89%)	0.65617	0.97107	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0986 Shepherd H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0986 Shepherd H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	15	0.58 (58%)	0.3376	0.78488	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	1	0.04 (4%)	0.00029	0.80898	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0986 Shepherd H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0986 Shepherd H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0537 Sheridan Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0537 Sheridan Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0537 Sheridan Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	18	0.9 (90%)	0.68552	0.97382	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0537 Sheridan Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0537 Sheridan Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	12	7	0.58 (58%)	0.25884	0.84878	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	12	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	12	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0537 Sheridan Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0537 Sheridan Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0538 Sheridan H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0538 Sheridan H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0538 Sheridan H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0538 Sheridan H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0538 Sheridan H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0538 Sheridan H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0538 Sheridan H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1227 Shields Valley Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1227 Shields Valley Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1227 Shields Valley Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	24	0.92 (92%)	0.74981	0.97963	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	26	10	0.38 (38%)	0.15832	0.67494	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1227 Shields Valley Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1227 Shields Valley Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	14	11	0.79 (79%)	0.4903	0.93326	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	14	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	14	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1227 Shields Valley Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1227 Shields Valley Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1228 Shields Valley H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1228 Shields Valley H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1228 Shields Valley H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1228 Shields Valley H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1228 Shields Valley H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1228 Shields Valley H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1228 Shields Valley H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0745 Sidney Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0745 Sidney Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0745 Sidney Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	120	126	1 (100%)	0.97042	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	120	37	0.31 (31%)	0.18358	0.46913	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0745 Sidney Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0745 Sidney Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	94	37	0.39 (39%)	0.25344	0.55379	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	94	8	0.09 (9%)	0.01139	0.42793	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	94	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0745 Sidney Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	25	2	0.08 (8%)	0.00301	0.70931	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0745 Sidney Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0746 Sidney H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0746 Sidney H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	39	5	0.13 (13%)	0.01645	0.56295	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0746 Sidney H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0746 Sidney H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0746 Sidney H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	39	17	0.44 (44%)	0.23448	0.66093	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	39	4	0.1 (10%)	0.0091	0.58534	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	39	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0746 Sidney H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0746 Sidney H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0118 Simms H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0118 Simms H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	1	0.07 (7%)	0.00103	0.8199	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0118 Simms H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0118 Simms H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0118 Simms H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	8	0.53 (53%)	0.23814	0.8069	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0118 Simms H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0118 Simms H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0324 Smith Valley Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0324 Smith Valley Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0324 Smith Valley Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0324 Smith Valley Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0324 Smith Valley Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	13	0.76 (76%)	0.49294	0.91574	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0324 Smith Valley Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0324 Smith Valley Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0327 Somers Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0327 Somers Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0327 Somers Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	36	10	0.28 (28%)	0.09553	0.58334	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0327 Somers Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0327 Somers Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	17	0.61 (61%)	0.37678	0.79801	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0327 Somers Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0327 Somers Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0709 South Stacey Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0709 South Stacey Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0709 South Stacey Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0709 South Stacey Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0709 South Stacey Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0709 South Stacey Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0709 South Stacey Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0288 Spring Creek Colony Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0288 Spring Creek Colony Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0288 Spring Creek Colony Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0288 Spring Creek Colony Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0288 Spring Creek Colony Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0288 Spring Creek Colony Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0288 Spring Creek Colony Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0020 Spring Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0020 Spring Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0020 Spring Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0020 Spring Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0020 Spring Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0020 Spring Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0020 Spring Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0179 Spring Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0179 Spring Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0179 Spring Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0179 Spring Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0179 Spring Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0179 Spring Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0179 Spring Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0635 Springdale Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0635 Springdale Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0635 Springdale Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0635 Springdale Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0635 Springdale Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0635 Springdale Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0635 Springdale Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0357 Springhill Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0357 Springhill Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0357 Springhill Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0357 Springhill Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0357 Springhill Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0357 Springhill Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0357 Springhill Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0481 St Ignatius K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0481 St Ignatius K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	30	3	0.1 (10%)	0.00676	0.64236	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0481 St Ignatius K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	86	88	1 (100%)	0.95818	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	86	13	0.15 (15%)	0.04202	0.41939	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0481 St Ignatius K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0481 St Ignatius K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	74	41	0.55 (55%)	0.40385	0.69499	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	74	7	0.09 (9%)	0.0124	0.464	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	74	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0481 St Ignatius K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	15	14	0.93 (93%)	0.69139	0.98872	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0481 St Ignatius K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0582 St Regis K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0582 St Regis K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	10	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0582 St Regis K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	14	0.7 (70%)	0.43998	0.87392	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0582 St Regis K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0582 St Regis K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	12	0.55 (55%)	0.28897	0.77989	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0582 St Regis K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0582 St Regis K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0464 Stanford K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0464 Stanford K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0464 Stanford K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	14	0.88 (88%)	0.62087	0.96769	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0464 Stanford K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0464 Stanford K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	3	0.18 (18%)	0.01953	0.69666	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0464 Stanford K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0464 Stanford K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0732 Stevensville Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0732 Stevensville Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0732 Stevensville Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	38	88	1 (100%)	0.95818	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	38	22	0.58 (58%)	0.37648	0.75795	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0732 Stevensville Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0732 Stevensville Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	80	57	0.71 (71%)	0.58456	0.8136	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	80	4	0.05 (5%)	0.00231	0.5385	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	80	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0732 Stevensville Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0732 Stevensville Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0733 Stevensville H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	13	10	0.77 (77%)	0.46031	0.92874	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0733 Stevensville H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	47	2	0.04 (4%)	0.00083	0.68584	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0733 Stevensville H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	38	33	0.87 (87%)	0.7143	0.94574	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0733 Stevensville H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0733 Stevensville H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	47	38	0.81 (81%)	0.65765	0.90274	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	47	4	0.09 (9%)	0.00642	0.57021	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	47	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0733 Stevensville H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0733 Stevensville H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1225 Sun River Valley Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1225 Sun River Valley Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1225 Sun River Valley Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	42	1 (100%)	0.91622	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	28	18	0.64 (64%)	0.41522	0.82026	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1225 Sun River Valley Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1225 Sun River Valley Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	11	0.39 (39%)	0.17055	0.6706	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	2	0.07 (7%)	0.0024	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1225 Sun River Valley Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1225 Sun River Valley Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0903 Sunburst K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0903 Sunburst K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	11	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0903 Sunburst K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0903 Sunburst K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0903 Sunburst K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	8	0.36 (36%)	0.1303	0.68542	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	1	0.05 (5%)	0.00044	0.81172	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	1	0.05 (5%)	0.00044	0.81172	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0903 Sunburst K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0903 Sunburst K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0594 Sunset Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0594 Sunset Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0594 Sunset Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0594 Sunset Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0594 Sunset Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0594 Sunset Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0594 Sunset Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0579 Superior K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0579 Superior K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	23	1	0.04 (4%)	0.00039	0.81095	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0579 Superior K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	82	84	1 (100%)	0.95628	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	82	15	0.18 (18%)	0.06139	0.43371	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0579 Superior K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0579 Superior K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	68	40	0.59 (59%)	0.43461	0.72639	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	68	1	0.01 (1%)	-0.00002	0.79949	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	68	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0579 Superior K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0579 Superior K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0486 Swan Lake-Salmon Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0486 Swan Lake-Salmon Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0486 Swan Lake-Salmon Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0486 Swan Lake-Salmon Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0486 Swan Lake-Salmon Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0486 Swan Lake-Salmon Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0486 Swan Lake-Salmon Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0309 Swan River Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0309 Swan River Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0309 Swan River Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	12	0.46 (46%)	0.22518	0.71654	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0309 Swan River Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0309 Swan River Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	11	10	0.91 (91%)	0.6063	0.98487	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	11	1	0.09 (9%)	0.00197	0.82898	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	11	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0309 Swan River Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0309 Swan River Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0596 Swan Valley Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0596 Swan Valley Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0596 Swan Valley Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0596 Swan Valley Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0596 Swan Valley Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0596 Swan Valley Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0596 Swan Valley Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0882 Sweet Grass County H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0882 Sweet Grass County H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	22	1	0.05 (5%)	0.00044	0.81172	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0882 Sweet Grass County H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0882 Sweet Grass County H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0882 Sweet Grass County H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	12	0.55 (55%)	0.28897	0.77989	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	4	0.18 (18%)	0.0259	0.64941	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0882 Sweet Grass County H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0882 Sweet Grass County H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0532 Sylvanite Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0532 Sylvanite Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0532 Sylvanite Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0532 Sylvanite Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0532 Sylvanite Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0532 Sylvanite Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0532 Sylvanite Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0593 Target Range Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0593 Target Range Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0593 Target Range Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	82	82	1 (100%)	0.95526	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	82	45	0.55 (55%)	0.40533	0.68456	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0593 Target Range Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0593 Target Range Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	54	32	0.59 (59%)	0.4215	0.74384	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	54	2	0.04 (4%)	0.00061	0.68228	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	54	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0593 Target Range Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0593 Target Range Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0726 Terry K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0726 Terry K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	10	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0726 Terry K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0726 Terry K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0726 Terry K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	12	0.71 (71%)	0.42609	0.88584	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	2	0.12 (12%)	0.0064	0.73171	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0726 Terry K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0726 Terry K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0804 Thompson Falls Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0804 Thompson Falls Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0804 Thompson Falls Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	40	0.91 (91%)	0.78092	0.9656	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0804 Thompson Falls Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0804 Thompson Falls Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	34	20	0.59 (59%)	0.37595	0.77209	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	34	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	34	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0804 Thompson Falls Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0804 Thompson Falls Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0805 Thompson Falls H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0805 Thompson Falls H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	24	1	0.04 (4%)	0.00035	0.81024	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0805 Thompson Falls H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	12	0.86 (86%)	0.5777	0.96343	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0805 Thompson Falls H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0805 Thompson Falls H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	11	0.46 (46%)	0.21537	0.72285	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	2	0.08 (8%)	0.00326	0.71134	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0805 Thompson Falls H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0805 Thompson Falls H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0360 Three Forks Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0360 Three Forks Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0360 Three Forks Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	26	0.93 (93%)	0.7658	0.98104	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	28	10	0.36 (36%)	0.14124	0.65232	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0360 Three Forks Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0360 Three Forks Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	16	0.64 (64%)	0.39995	0.82585	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	2	0.08 (8%)	0.00301	0.70931	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0360 Three Forks Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0360 Three Forks Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0361 Three Forks H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0361 Three Forks H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0361 Three Forks H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0361 Three Forks H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0361 Three Forks H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0361 Three Forks H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0361 Three Forks H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0055 Townsend K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0055 Townsend K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	27	1	0.04 (4%)	0.00026	0.80842	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0055 Townsend K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	76	78	1 (100%)	0.95307	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	76	21	0.28 (28%)	0.13167	0.49012	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0055 Townsend K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0055 Townsend K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	60	33	0.55 (55%)	0.38405	0.70552	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	60	4	0.07 (7%)	0.00403	0.55378	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	60	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0055 Townsend K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	11	3	0.27 (27%)	0.04298	0.75765	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0055 Townsend K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0177 Trail Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0177 Trail Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0177 Trail Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0177 Trail Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0177 Trail Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0177 Trail Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0177 Trail Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0534 Trego Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0534 Trego Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0534 Trego Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	12	0.75 (75%)	0.4677	0.91109	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0534 Trego Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0534 Trego Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0534 Trego Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0534 Trego Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0491 Trinity Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0491 Trinity Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0491 Trinity Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0491 Trinity Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0491 Trinity Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0491 Trinity Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0491 Trinity Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0807 Trout Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0807 Trout Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0807 Trout Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0807 Trout Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0807 Trout Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	7	0.7 (70%)	0.34729	0.911	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	1	0.1 (10%)	0.00239	0.83231	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0807 Trout Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0807 Trout Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0519 Troy Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0519 Troy Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0519 Troy Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	30	1 (100%)	0.88651	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0519 Troy Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0519 Troy Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	27	15	0.56 (56%)	0.31956	0.76889	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	27	1	0.04 (4%)	0.00026	0.80842	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	27	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0519 Troy Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0519 Troy Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0520 Troy H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0520 Troy H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	2	0.12 (12%)	0.00719	0.73595	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0520 Troy H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0520 Troy H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0520 Troy H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	2	0.12 (12%)	0.00719	0.73595	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0520 Troy H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0520 Troy H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0044 Turner Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0044 Turner Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0044 Turner Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0044 Turner Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0044 Turner Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0044 Turner Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0044 Turner Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0045 Turner H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0045 Turner H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0045 Turner H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0045 Turner H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0045 Turner H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0045 Turner H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0045 Turner H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0540 Twin Bridges K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0540 Twin Bridges K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0540 Twin Bridges K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	34	1 (100%)	0.89851	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	30	14	0.47 (47%)	0.24222	0.70546	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0540 Twin Bridges K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0540 Twin Bridges K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	29	25	0.86 (86%)	0.67908	0.94863	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	29	2	0.07 (7%)	0.00224	0.70252	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	29	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0540 Twin Bridges K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0540 Twin Bridges K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1232 Twin Buttes Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1232 Twin Buttes Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1232 Twin Buttes Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1232 Twin Buttes Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1232 Twin Buttes Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1232 Twin Buttes Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1232 Twin Buttes Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0131 Ulm Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0131 Ulm Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0131 Ulm Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	16	12	0.75 (75%)	0.4677	0.91109	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0131 Ulm Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0131 Ulm Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0131 Ulm Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0131 Ulm Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1211 Upper West Shore Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1211 Upper West Shore Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1211 Upper West Shore Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1211 Upper West Shore Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1211 Upper West Shore Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1211 Upper West Shore Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1211 Upper West Shore Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0679 Valier Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **0679 Valier Elem**

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0679 Valier Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0679 Valier Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0679 Valier Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0679 Valier Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0679 Valier Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0680 Valier H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0680 Valier H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0680 Valier H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0680 Valier H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0680 Valier H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0680 Valier H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0680 Valier H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0483 Valley View Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0483 Valley View Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0483 Valley View Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0483 Valley View Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0483 Valley View Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0483 Valley View Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0483 Valley View Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0382 Van Norman Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0382 Van Norman Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0382 Van Norman Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0382 Van Norman Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0382 Van Norman Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0382 Van Norman Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0382 Van Norman Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0127 Vaughn Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0127 Vaughn Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0127 Vaughn Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0127 Vaughn Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0127 Vaughn Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	7	0.39 (39%)	0.13537	0.72111	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	3	0.17 (17%)	0.01758	0.69001	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0127 Vaughn Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0127 Vaughn Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0738 Victor K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0738 Victor K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0738 Victor K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	39	0.89 (89%)	0.75058	0.95289	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	44	17	0.39 (39%)	0.1972	0.6174	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0738 Victor K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0738 Victor K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	6	0.19 (19%)	0.03677	0.58213	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0738 Victor K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0738 Victor K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0566 Vida Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0566 Vida Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0566 Vida Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0566 Vida Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0566 Vida Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0566 Vida Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0566 Vida Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0144 Warrick Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0144 Warrick Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0144 Warrick Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0144 Warrick Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0144 Warrick Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0144 Warrick Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0144 Warrick Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1223 West Glacier Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1223 West Glacier Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1223 West Glacier Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1223 West Glacier Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1223 West Glacier Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1223 West Glacier Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1223 West Glacier Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1184 West Valley Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1184 West Valley Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1184 West Valley Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	29	0.85 (85%)	0.6837	0.93964	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1184 West Valley Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1184 West Valley Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	10	0.5 (50%)	0.23657	0.76342	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	2	0.1 (10%)	0.00467	0.72135	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1184 West Valley Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1184 West Valley Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0374 West Yellowstone K-12

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0374 West Yellowstone K-12

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	14	2	0.14 (14%)	0.00929	0.74608	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0374 West Yellowstone K-12

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	42	0.91 (91%)	0.78984	0.96705	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0374 West Yellowstone K-12

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0374 West Yellowstone K-12

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	36	17	0.47 (47%)	0.26293	0.69174	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	36	2	0.06 (6%)	0.00145	0.69413	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	36	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0374 West Yellowstone K-12

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0374 West Yellowstone K-12

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0819 Westby K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0819 Westby K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0819 Westby K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0819 Westby K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0819 Westby K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	11	9	0.82 (82%)	0.49158	0.95446	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	11	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	11	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0819 Westby K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0819 Westby K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0569 White Sulphur Spgs Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0569 White Sulphur Spgs Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0569 White Sulphur Spgs Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	28	0.93 (93%)	0.77988	0.98226	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0569 White Sulphur Spgs Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0569 White Sulphur Spgs Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	18	0.82 (82%)	0.59107	0.9334	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0569 White Sulphur Spgs Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0569 White Sulphur Spgs Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0570 White Sulphur Spgs H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0570 White Sulphur Spgs H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0570 White Sulphur Spgs H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0570 White Sulphur Spgs H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0570 White Sulphur Spgs H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	9	0.56 (56%)	0.27181	0.81579	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	3	0.19 (19%)	0.02183	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0570 White Sulphur Spgs H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0570 White Sulphur Spgs H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0334 Whitefish Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0334 Whitefish Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0334 Whitefish Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	142	164	1 (100%)	0.97712	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	142	80	0.56 (56%)	0.45427	0.66668	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0334 Whitefish Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0334 Whitefish Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	104	64	0.62 (62%)	0.49289	0.7248	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	104	5	0.05 (5%)	0.00263	0.48613	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	104	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0334 Whitefish Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	19	13	0.68 (68%)	0.41625	0.86815	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0334 Whitefish Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0335 Whitefish H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	15	11	0.73 (73%)	0.43999	0.90591	0.699 (69.9%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0335 Whitefish H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	41	3	0.07 (7%)	0.00371	0.62187	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0335 Whitefish H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0335 Whitefish H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0335 Whitefish H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	41	8	0.2 (20%)	0.04755	0.54045	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	41	9	0.22 (22%)	0.06194	0.54484	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	41	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0335 Whitefish H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0335 Whitefish H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0453 Whitehall Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0453 Whitehall Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0453 Whitehall Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	54	54	1 (100%)	0.9336	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	54	13	0.24 (24%)	0.08727	0.51245	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0453 Whitehall Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0453 Whitehall Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	40	34	0.85 (85%)	0.69529	0.93367	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	40	4	0.1 (10%)	0.00869	0.58314	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	40	1	0.02 (2%)	0.00007	0.80364	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0453 Whitehall Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0453 Whitehall Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0454 Whitehall H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0454 Whitehall H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	13	2	0.15 (15%)	0.01069	0.7522	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0454 Whitehall H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0454 Whitehall H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0454 Whitehall H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	6	0.46 (46%)	0.16469	0.78839	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	1	0.08 (8%)	0.00139	0.82377	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0454 Whitehall H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0454 Whitehall H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0663 Whitewater K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0663 Whitewater K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0663 Whitewater K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0663 Whitewater K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0663 Whitewater K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0663 Whitewater K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0663 Whitewater K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0506 Whitlash Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0506 Whitlash Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0506 Whitlash Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0506 Whitlash Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0506 Whitlash Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0506 Whitlash Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0506 Whitlash Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0964 Wibaux K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0964 Wibaux K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0964 Wibaux K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	18	12	0.67 (67%)	0.39062	0.86191	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0964 Wibaux K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0964 Wibaux K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	12	0.92 (92%)	0.65394	0.98707	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0964 Wibaux K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0964 Wibaux K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0354 Willow Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0354 Willow Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0354 Willow Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0354 Willow Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0354 Willow Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0354 Willow Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0354 Willow Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0355 Willow Creek H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0355 Willow Creek H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0355 Willow Creek H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0355 Willow Creek H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0355 Willow Creek H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0355 Willow Creek H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0355 Willow Creek H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0291 Winifred K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0291 Winifred K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0291 Winifred K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name**      **0291 Winifred K-12 Schools**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0291 Winifred K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	12	0.8 (80%)	0.51728	0.93726	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0291 Winifred K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0291 Winifred K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0642 Winnett K-12 Schools

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0642 Winnett K-12 Schools

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0642 Winnett K-12 Schools

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0642 Winnett K-12 Schools

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0642 Winnett K-12 Schools

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0642 Winnett K-12 Schools

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0642 Winnett K-12 Schools

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0010 Wisdom Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0010 Wisdom Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0010 Wisdom Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0010 Wisdom Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0010 Wisdom Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0010 Wisdom Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0010 Wisdom Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0007 Wise River Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0007 Wise River Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0007 Wise River Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0007 Wise River Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0007 Wise River Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0007 Wise River Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0007 Wise River Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0495 Wolf Creek Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0495 Wolf Creek Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0495 Wolf Creek Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0495 Wolf Creek Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0495 Wolf Creek Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0495 Wolf Creek Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0495 Wolf Creek Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0780 Wolf Point Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0780 Wolf Point Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0780 Wolf Point Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	118	116	0.98 (98%)	0.93976	0.99539	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	118	16	0.14 (14%)	0.03978	0.37247	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0780 Wolf Point Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0780 Wolf Point Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	93	32	0.34 (34%)	0.20436	0.51722	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	93	3	0.03 (3%)	0.00071	0.58898	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	93	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0780 Wolf Point Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	20	20	1 (100%)	0.8389	1.00001	0.548 (54.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0780 Wolf Point Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0781 Wolf Point H S

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0781 Wolf Point H S

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	26	4	0.15 (15%)	0.01917	0.6276	0.058 (5.8%)	Met

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0781 Wolf Point H S

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0781 Wolf Point H S

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0781 Wolf Point H S

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	13	0.5 (50%)	0.26118	0.73881	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	3	0.12 (12%)	0.00886	0.65375	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0781 Wolf Point H S

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0781 Wolf Point H S

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0591 Woodman Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0591 Woodman Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0591 Woodman Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0591 Woodman Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0591 Woodman Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0591 Woodman Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0591 Woodman Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0026 Wyola Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0026 Wyola Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0026 Wyola Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	22	0.69 (69%)	0.47876	0.84052	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0026 Wyola Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0026 Wyola Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	15	1 (100%)	0.79615	1.00002	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0026 Wyola Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0026 Wyola Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0533 Yaak Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0533 Yaak Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0533 Yaak Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0533 Yaak Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.  
 OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0533 Yaak Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0533 Yaak Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0533 Yaak Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1196 Yellowstone Academy Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1196 Yellowstone Academy Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1196 Yellowstone Academy Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	124	103	0.83 (83%)	0.74665	0.89087	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	124	20	0.16 (16%)	0.05844	0.37325	0.295 (29.5%)	Met

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1196 Yellowstone Academy Elem

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1196 Yellowstone Academy Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	32	1 (100%)	0.89284	1.00001	0.018 (1.8%)	Not Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1196 Yellowstone Academy Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 1196 Yellowstone Academy Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0034 Zurich Elem

## INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0034 Zurich Elem

## INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0034 Zurich Elem

## INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: **2005-2006**

**District Name** **0034 Zurich Elem**

## INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0034 Zurich Elem

## INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

\* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0034 Zurich Elem

## INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

### Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

### Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.  
 \* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



# DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

**District Name** 0034 Zurich Elem

## INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

### Indicator Data Source:

OPI Compliance Monitoring

### Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.